



Bevington Primary School

Safeguarding and Child Protection Policy

September 2019

Key facts

The safety of our pupils is our number one priority

Safeguarding and promoting the welfare of children is everyone's responsibility

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

We are a 'sharing organisation' – all concerns should be reported

All concerns about a child (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Lead (DSL) or in their absence to the Safeguarding Co-ordinator

In the event that a child is in immediate danger or at risk of harm a referral should be made to Children's Social Care and/or the police immediately

Allegations or higher level concerns about another staff member or adult in school should be referred to the Headteacher

Allegations or higher level concerns about the Headteacher should be referred to the Chair of Governors

All low level concerns or "nagging doubts" should be shared with the DSL or Headteacher

This Policy must be read alongside:

'Keeping Children Safe in Education' – DFE Statutory Guidance

Introduction

This policy complies with:

- 'Keeping Children Safe in Education' (KCSIE) - Sep 2018
- 'Working Together to Safeguarding Children' (WTSC) - 2015
- 'Prevent Duty Guidance for England and Wales' - 2015
- 'Statutory Framework for the Early Years Foundation Stage' - 2014

It is also informed by DfE advice, 'What to do if you are worried a child is being abused – advice for practitioners' 2015

In child protection matters the Governors and school will follow the inter-agency and child protection procedures laid down by the Local Safeguarding Children Board (LSCB).

Application

This policy applies to all teaching, non-teaching, pastoral, support, peripatetic, contract staff and ancillary staff, volunteers, and any other adults working at the school. All references in this document to "staff" or "members of staff" should be interpreted as relating to the aforementioned unless otherwise stated. It applies to adults in the early years phase of the School.

Throughout the document, the term DSL is used. This stands for Designated Safeguarding Lead. At Bevington, the DSL is the Assistant Headteacher, Shainey Slater.

This Safeguarding Policy and the Code of Conduct applies to all pupils and adults in the school, including when being educated off-site and undertaking an educational visit.

Publication

This Policy is updated annually and is published to all staff and volunteers and placed on the school website.

Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that the Governors and school staff will always refer to this document as the benchmark for all safeguarding practice and decision making.

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Contact details

The following pages outline the contact details of named staff in school and external agencies linked to child protection and safeguarding.

Where a child is in immediate danger or at risk of harm a referral should be made to children's social care and/or the police immediately.

School Contacts	
Designated Safeguarding Lead (DSL)	Shainey Slater
Safeguarding Co-ordinator	Tracey Simpson
Any other staff trained to DSL level	Karen Matthews, Headteacher
Chair of Governors	Einar Lindh
Link Governor for Safeguarding	Stella Brade

Local Authority Contacts	
Our school follows the safeguarding protocols and procedures of our safeguarding children board (LSCB)	Royal Borough of Kensington and Chelsea Tri-Borough LSCB https://www.rbkc.gov.uk/sharedservices/lscb.aspx
The Designated Officer for child protection (sometimes referred to as the LADO)	Sharon Ackbersingh, Interim LADO (RBKC/WCC) 07714 845702 sharon.ackbersingh@rbkc.gov.uk
Local authority children's social care referral team(s)	socialservices@rbkc.gov.uk 020 7361 3013
Local authority Prevent Lead	Pinakin Patel 0208 753 5727 pinakin.patel@lbhf.gov.uk
Local authority's out of hours contact numbers	socialservices@rbkc.gov.uk 020 7361 3013

Police	
Local Police Emergency	999
Local Police non-emergency	101

National Contacts	
NSPCC 24/7 Helpline	Tel: 0808 800 5000 Email: help@nspcc.org.uk
NSPCC Text line	88858
NSPCC ChildLine	Tel: 0800 1111
NSPCC FGM helpline	Tel: 0800 028 3550 Email: fgmhelp@nspcc.org.uk
NSPCC Whistleblowing helpline	Tel: 0800 028 0285 (8am – 8pm) Email: help@nspcc.org.uk
DfE Prevent helpline for schools & parents	Tel: 020 7340 7264 (non-emergency) Email: counter.extremism@education.gsi.gov.uk
The Lucy Faithfull Foundation (LFF)	Tel: 0800 1000 900 Email: help@stopitnow.org.uk www.parentsprotect.co.uk
National Bullying Helpline	Tel: 0845 22 55 787
UK Safer Internet Centre helpline for School Staff	Tel: 0844 381 4772 Email: helpline@saferinternet.org.uk
Internet Watch Foundation hotline for reporting criminal content	www.iwf.org.uk
Educate Against Hate	http://educateagainsthate.com

Part A: Aims and Objectives

Governors and school staff have a commitment to safeguard and promote the welfare, health (including mental health) and safety of our pupils by creating and maintaining an open, safe, caring and supportive atmosphere.

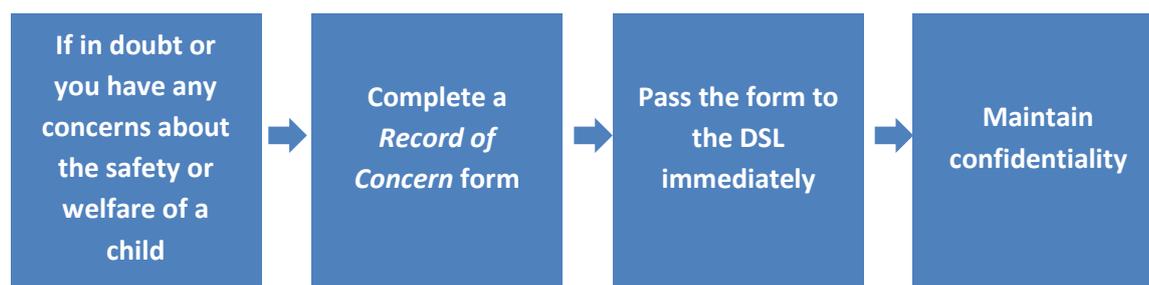
We have three primary aims:

- Prevent harm
- Protect pupils from harm
- Support pupils and staff when child protection and safeguarding incidents occurs

The Governors and staff achieve these aims by:

- Ensuring the recruitment of individuals who are suitable and appropriate to work with children and who have positive safeguarding attitudes.
- Providing excellent pastoral care and fostering optimism and a positive school atmosphere where pupils feel secure and are encouraged to talk. Pupils are encouraged to find a person (whether a staff member or peer) whom they trust and to speak to that person about any issues which may be worrying them. Pupils are additionally reminded of specific individuals with whom they are able to talk.
- Valuing and promoting effective relationships with parents and professionals from other agencies.
- Teaching pupils, via PSHE and a varied curriculum, to identify, reduce and manage risks. This includes educating pupils, through regular internal and externally provided ICT safety talks, about the safe use of electronic equipment and access to the internet.
- Ensuring that children are safeguarded from potentially harmful and inappropriate online material through embedding a whole school approach towards online safety, including the acceptable use of mobile technology and the use of appropriate filters and monitoring systems.
- Ensuring that all staff are properly trained, supported and supervised to enable them to identify abuse and welfare concerns and deal with such concerns appropriately and sensitively.
- Ensuring staff are adequately trained in supporting children's wellbeing and mental health.
- Encouraging staff to discuss child protection, safeguarding and welfare concerns confidentially with the Designated Safeguarding Lead (DSL) in order to ensure they have confidence in their own abilities to identify and appropriately handle welfare concerns and cases of abuse and neglect.
- Creating a culture of openness, trust and transparency in which any concerns about the conduct of staff, visitors and other adults in school can be shared and dealt with in an appropriate and sensitive manner.
- Following the procedures laid down in this Policy and by the LSCB(s) locally as appropriate.

Part B: Actions where there are concerns about a child



Safeguarding is everyone's responsibility

Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect (see below for a list of some common signs). If a staff member has any concerns about a child s/he should complete a 'Record of Concern' form and hand it immediately to the Designated Safeguarding Lead ("DSL") or in their absence to the Safeguarding Co-ordinator or Headteacher. The DSL will discuss the matter with the member of staff and will decide on an appropriate course of action. This discussion and actions taken will be recorded on the confidential Child Protection Tracker.

Early help and inter-agency work

All staff should be aware of the early help process, and understand their role in it. This includes:

- identifying emerging problems and potential unmet needs;
- liaising with the DSL;
- sharing information with other professionals to support early identification and assessment; and
- in some cases, acting as the lead professional in undertaking an assessment of the need for early help.

All staff should be alert to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If a member of staff has a concern that a child may be in need of early help then s/he should, in the first instance, discuss early help requirements with the DSL.

Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, police) there should be an inter-agency early help assessment - such as the Common Assessment Framework. This should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. If early help is appropriate, where they are not taking the lead, then the DSL should support the member of staff in liaising with other agencies, and setting up an inter-agency early help assessment as appropriate.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by the DSL or a teacher (or a GP, family support worker, health visitor and/or special educational needs coordinator). Decisions as to who performs this role should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- it should be undertaken with the agreement of the child and their parents or carers, and should involve the child and their family as well as all of the professionals who are working with them;
- a teacher (or other relevant professional) should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Children's social care in each local authority should set out the process for how this will happen; and

- if parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to children's social care may be necessary.

Effective early help in a school setting involves the school (under the guidance of the DSL) providing high quality support, in cooperation with or coordinating other agencies as appropriate, to help address the assessed needs of the child and their family early, in order to significantly improve the outcomes for the child. It is hoped that in each case this should improve the welfare of the relevant child. However, each case should be kept under constant review, and consideration should be given to a referral to children's social care if the child's situation does not appear to be improving.

Child in need, suffered or at risk of significant harm or in immediate danger

If at any time it is considered that the child may be a child in need, has suffered or is at risk of significant harm, or is in immediate danger, a referral should be made immediately to children's social care – in the local authority where the child lives and in accordance with the threshold document published by the relevant LSCB. In cases of significant harm or immediate danger the police should be notified immediately.

A child's wishes

A child's wishes and feelings should be taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback to School staff. These operate with the best interests of the child at their heart. Where possible, referrals will be made by the DSL, although any member of staff can make a referral to children's social care. If a member of staff makes a referral themselves, they should inform the DSL as soon as possible. The exception to this is that where a teacher, in the course of their work in the profession, has a concern about Female Genital Mutilation having been carried out on a girl under the age of 18, they have a legal duty to notify the police immediately and directly. Any other member of staff must report concerns immediately to the DSL.

Please refer to Working Together to Safeguard Children (March 2015) and the flowchart in KCSIE (KCSIE 2016) for further details on the process for staff when they have concerns about a child.

Reporting and handling a concern

When reporting and/or handling a concern about a child all staff should act with the utmost discretion and any pupils who are involved will receive appropriate care and support. Staff should always listen to a pupil who wants to talk about a concern. If a child tells a member of staff that they know about or have been a victim of child abuse or neglect the member of staff should:

- Allow the child to speak freely and remain calm. Do not interrupt the child or be afraid of silences.
- Provide reassuring nods and words such as, "I am so sorry this has happened", "You are doing the right thing in talking to me". Avoid saying things like, "I wish you had told me about this earlier" or "I cannot believe what I am hearing".
- Limit questioning to the minimum necessary for clarification and avoid leading questions such as, "Has this happened to your siblings?"
- At an appropriate time tell the child that the matter will be referred in confidence to the appropriate people. Promises of confidentiality should not be given (see Confidentiality section below).
- Tell the child what will happen next. The child may want to accompany you to see the DSL, otherwise let the child know that someone will come to see them before the end of the day.
- Write up their conversation as soon as possible on the concern form and hand it to the DSL immediately.
- Seek support if they feel distressed.

Peer on peer abuse

If a member of staff thinks for whatever reason that a pupil may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concern to the DSL as soon as possible (see the School's Anti-Bullying Policy which is accessible on the School's website for further details).

All staff should be aware (a) that safeguarding issues can manifest themselves via peer on peer abuse; and (b) that children are capable of abusing their peers. Such abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to bullying (including cyber bullying), gender based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys. Should an allegation of abuse be made against another pupil all children involved (whether perpetrator or victim) will be treated as being "at risk". Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to children's social care. The concern may indicate that one or more of the pupils concerned may be in need of additional support by local agencies and in those cases the DSL should follow local inter-agency procedures. Where appropriate, the matter will be dealt with under the School's Behaviour Policy with the use of relevant disciplinary sanctions.

Confidentiality

Staff should never guarantee confidentiality to pupils or adults wishing to tell them about something serious as this may ultimately not be in the best interests of the child. They should guarantee that they will not tell anyone who does not have a clear need to know and that they will pass on information in confidence only to the people who must be told in order to ensure that the appropriate action is taken. All staff involved will also take whatever steps they can to protect the informant from any retaliation or unnecessary stress that may occur after a disclosure has been made.

Part C: Identifying Concerns - Types and Signs of Abuse and Neglect

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

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

One of the best ways to help children is by being aware of the signs of possible abuse. All staff should be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of help or protection. These signs can take many forms including physical injuries and behavioural indicators. Although in most cases these signs will manifest themselves in children who are themselves the victims of abuse, it is important to remember that adults can also display significant indicators which suggest the existence of their own abuse as children. Staff should also be alert to any comments or jokes made by other children in the school.

All staff should familiarise themselves with the list below which, although not exhaustive, includes common signs of abuse which, if present, may indicate a problem requiring follow up. It is important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse. Sometimes children don't even realise that what's happening is abuse. It is also sometimes difficult to tell the difference between injuries suffered as part of normal childhood activities and those caused by abuse. If a staff member is unsure he/she should discuss the case with the DSL. The [NSPCC website](#) includes advice on how to spot signs and patterns of abuse and neglect.

Physical abuse

Physical abuse is 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.

There isn't one sign to look out for that will prove that a child is being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated. Signs of physical abuse can include:

- injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen;
- respiratory problems from drowning, suffocation or poisoning;
- untreated or inadequately treated injuries;
- bruising which looks like hand or finger marks;
- cigarette burns, human bites; or
- scarring, scalds and burns.

Sexual abuse

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

Signs of sexual abuse displayed by children may include:

- pregnancy
- sexually transmitted infection
- pain/itching/bleeding/bruising/discharge to the genital area/anus;
- urinary infections/sexually transmitted diseases;
- difficulty walking or sitting; or
- persistent sore throats.

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect or, or unresponsiveness to, a child's basic emotional needs. Signs of possible neglect include:

- the child seems underweight or is very small for their age;
- they are poorly clothed, with inadequate protection from the weather;
- they are often absent from school for no apparent reason; or
- they are regularly left alone, or in charge of younger brothers or sisters.

Emotional abuse

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

Behavioural signs of abuse and neglect

If a child is being abused, their behaviour may change in a number of ways. For example they may:

- behave aggressively or be disruptive, act out, demand attention and require more discipline than other children;
- become angry or disinterested and/or show little creativity;
- seem frightened of certain adults;
- become sad, withdrawn or depressed;
- have trouble sleeping;
- become sexually active at a young age;
- exhibit inappropriate sexual knowledge for their age or sexualised behaviour with other children;

- refuse to change for gym or participate in physical activities;
- develop eating disorders;
- self-harm;
- refuse to attend school or run away from home;
- lack confidence or have low self-esteem; or
- use drugs or alcohol.

Children with Special Educational Needs and/or Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- that children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these challenges.
- cognitive impairments that prevent an understanding of appropriate adult behaviour.

Children with SEND will either have an Education, Health & Care Plan (EHCP) or an SEN Support Plan which clearly lay out a child's individual needs and how they need to be supported at school. If staff have concerns, they must speak to the school's Special Educational Needs Coordinator (SENCO) in the first instance.

Signs of abuse or neglect manifested by the parents or other responsible adult

- unrealistic expectations of the child i.e. demands a level of academic or physical performance of which they are not capable;
- offers conflicting or unconvincing explanation of any injuries to the child;
- appears indifferent to or overtly rejects the child;
- denies existence of or blames the child for the child's problems at home or at school;
- sees and describes the child as entirely worthless, burdensome or in another negative light;
- refuses offers of help for the child's problems; or
- is isolated physically/emotionally.

Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- be very secretive, including about what they are doing online;
- have older boyfriends or girlfriends;
- go to unusual places to meet friends;
- have new things such as clothes or mobile phones that they can't or won't explain;
- have access to drugs and alcohol;
- go missing from home or school;
- display behavioural changes;
- have sexual health issues; or
- present as suicidal, self/harming, feeling depressed, unworthy.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age. See the NSPCC website for further information about grooming [link](#).

Signs of grooming and/or online abuse

A child may be experiencing abuse online if they:

- spend lots, much more, or much less time online, texting, gaming or using social media;
- are withdrawn, upset or outraged after using the internet or texting;
- are secretive about who they're talking to and what they're doing online or on their mobile phone;
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Signs of grooming manifested by sex offenders

It is important to remember that not all sex offenders will exhibit these signs and if an individual exhibits some or all of these signs it does not mean that they are a sex offender.

- Overly affectionate behaviour with a child
- Affording special attention or preferential treatment to a child
- Excessive time spent alone with a child outside of the classroom/school
- Frequently spending time with a child in private or isolated areas
- Transporting a child to or from the school
- Making friends with a child's parents and visiting their home
- Acting as a particular child's confidante
- Giving small gifts, money, toys, cards, letters to a child
- Using texts, telephone calls, e-mails or social networking to inappropriately communicate with a child
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a child

Modus operandi of institutional grooming

- Target vulnerable victim - Perpetrators target victims who are vulnerable, isolated, insecure and/or have greater emotional needs.
- Gain victim's trust – Offenders may allow a child to do something (e.g. eat ice cream, stay up late) which is not normally permitted by the child's parents or the school in order to foster secrecy.
- Gain the trust of others – Institutional offenders are often popular with children and parents, successfully grooming not only the victim but also other members of the victim's family and the community at large.
- Filling a need / becoming more important to the child - This can involve giving gifts, rewards, additional help or advice, favouritism, special attention and/or opportunities for special trips or outings.
- Isolating the child - The perpetrator may encourage dependency and subtly undermine the victim's other relationships with friends or family members.
- Sexualising the relationship - This can involve playful touches, tickling and hugs. It may involve adult jokes and innuendo or talking as if adults, for example about marital problems or conflicts
- Maintaining control and secrecy - Offenders may use their professional position to make a child believe that they have no choice but to submit to the offender.

Signs of grooming for radicalisation

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase their risk of being groomed in this way. Signs of vulnerability include:

- Being in possession of extremist literature
- Poverty
- Social exclusion
- Traumatic events
- Global or national events

- Religious conversion
- Change in behaviour
- Extremist influences
- Conflict with family over lifestyle
- Confused identity
- Victim or witness to race or hate crimes
- Rejection by peers, family, social groups or faith

Part D: Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues some of which are listed below. Further details should be read at Annex A of Keeping Children Safe in Education (September 2016). Safeguarding can link to issues such as drug-taking, alcohol abuse, truancy and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

Female Genital Mutilation (FGM)

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. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. 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](#). Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools. FGM can also link to Honour Based Violence (see KCSIE for further information).

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless the teacher has good reason not to they should still consider and discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the DSL.

Mental Health

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organization).

At Bevington, we aim to influence and support children's mental health and wellbeing through:

- A Positive Behaviour Policy which places emphasis upon the importance of relationships and interactions with one another, as well as enabling children to regulate their emotions.
- Our MindUp curriculum which empowers children through mindful practice based in neuroscience and underpins every aspect of school life.
- Staff who are qualified in Mental Health First Aid (Shailey Slater and Tracey Simpson).
- Regular, ongoing access to the school's Education Mental Health Practitioner via whole class, small group and one-to-one sessions.
- Weekly Art Therapy for targeted children.

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any

of these warning signs should communicate their concerns with the DSL/SENCO or Safeguarding Coordinator.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / sleeping habits.
- Increased isolation from friends or family, becoming socially withdrawn ☒ Changes in activity and mood.
- Lowering of academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing – e.g. long sleeves in warm weather.
- Secretive behaviour.
- Skipping PE or getting changed secretly.
- Lateness to or absence from school.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Action if a pupil is missing

The school needs to be aware of those pupils who are persistently absent or missing from school as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education. For details of the school's procedures and responses please see our separate Attendance and Punctuality Policy. This contains the school's procedures for unauthorised absence, including on repeat occasions, as well as referral to the local authority.

Elective Home Education

Parents/carers legally have to ensure their child is in receipt of a suitable education but this does not have to be in a school, some will choose to electively home educate. If a child has previously been on roll at a school, parents/carers must confirm their intention to EHE in writing to the head teacher of the school.

If notification is received by the service area that a child or children are being EHE, a letter will be sent to parents/carers outlining the LAs agreed procedures:

- The head teacher of a school is required to immediately inform the Admissions & Access to Education Team of any child on their school roll whose parents/carers have confirmed their intention to EHE.
- The head teacher will be asked to complete a brief report, '*Background information report for children being electively home educated*', providing details of the child, their previous education history etc. and forward this to the Admissions and Access to Education Team.
- The child's name should not be removed from the school roll until this report has been received, although removal of the child's name from the school roll can be backdated as appropriate, once the Access to Education Team have received parent/carers confirmation of their intention to EHE and the schools report.

School staff are advised not to seek to persuade parents to EHE as a way of avoiding exclusion or because a child may have a poor attendance record.

Preventing Radicalisation and Extremism

It is the school's duty under the Counter Terrorism & Security Act 2015 (The Prevent Duty) to have due regard to the need to prevent pupils from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into terrorism. All staff have extremism training which identifies children at risk. Staff can also contact the

Prevent team or Channel (early intervention multi-agency panel to safeguard vulnerable individuals from being drawn into extremist or terrorist behaviour) themselves for further guidance or information.

At Bevington, British values are explicitly taught and addressed and this, combined with other approaches, should reduce the risk of children engaging in extremism.

British values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Bevington has its own set of values which are based on fundamental British values. These values are explicitly taught during PSHE and addressed and discussed in assemblies at all ages. Tolerance of all faiths underpins the teaching of RE at Bevington.

The DSL is the designated Prevent duty person responsible for co-ordinating action within the school and liaising with other agencies, including the Prevent Lead.

Other Specific Safeguarding Issues

Staff should also be vigilant for the following indicators which may signal the need for early help:

- A child showing signs of being drawn into anti-social or criminal behaviour
- A child showing signs of gang involvement and association with organised crime groups
- A child at risk of modern slavery, trafficking or exploitation
- A child who is privately fostered
- A child showing signs of peer-on-peer abuse
- A child showing signs of being exposed to domestic abuse
- Any indication of homelessness

Intimate Care

In certain circumstances intimate physical contact with children may be necessary, for example assisting young children with toileting, providing intimate care for children with disabilities or in the provision of medical care. Where intimate care is required on a regular and frequent basis, an intimate care plan will be drafted in agreement with the DSL/SENCO and the parents/carers.

When administering intimate care staff should be particularly alert to children's rights to safety, privacy and dignity. As with other types of physical contact, the responses of the child should be carefully and sensitively observed, and where necessary, any concerns passed to the DSL. When children require intimate care, it is school policy that at least two staff members are present and that this care takes place in a location known to members of the leadership team.

Corporal punishment

Corporal punishment, or the threat of it, is never permitted in this school.

Online Safety

We have a separate Online Safety Policy which sets out practices and procedures involved in keeping children safe online.

All staff should be aware of the risks from potentially harmful and inappropriate online material. Annex C of KCSIE provides useful information and web links for teachers.

Teaching about Safety and Safeguarding

The school takes a proactive approach to teaching children about safety and safeguarding. In addition to PSHE, this is undertaken across the curriculum. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about how to manage risk.

We have a separate PSHE Policy which sets this out in detail.

Part E: Safer Recruitment

The Governors believe that staff and volunteers working with children in our school will be recruited safely. We will ensure the following procedures are followed, in line with national guidance.

Preparation

We will always consider the vacancy that has arisen within the context of safeguarding children and ensure that we include the responsibility to safeguard children within the requirements of the role. We always consider carefully the knowledge skills and experience required to safeguard children and include these within a person specification.

Advertising

We will always advertise our vacancies in a manner that is likely to attract a wide range of applicants. The advertisement will always include a statement about our commitment to safeguarding children and our expectation that all applicants will share that commitment. The advertisement will state that the post is subject to a satisfactory enhanced DBS check and references.

Applications

We will ensure that our application form enables us to gather information about the candidates' suitability to work with children by asking specific and direct questions. We will scrutinise all completed application forms carefully, being vigilant for any gaps in employment. We will not accept CVs.

References

We will not accept open references or testimonials. We will ask for the names of at least two referees and we will verify referee identity through email or telephone. We will endeavour to take up references prior to interview and ask specific questions about the candidate's previous employment or experience of working with children. We will follow up any vague or ambiguous statements. We will verify previous employment history.

Interviews

We will always conduct a face to face interview even when there is only one candidate. Our interview panel will always contain at least one member trained in safer recruitment practice. Our interview questions have been designed carefully and will seek to ensure we understand the candidate's values and beliefs that relate to children.

Pre-Employment Checks

Appropriate checks are applied to staff and volunteers who come to work at Bevington Primary School. For statutory disclosure checks we will ensure sensitive and confidential use of the applicant's disclosure. All staff are asked to sign a Disqualification by Association statement.

The checks we will carry out include:

- A check on a candidate's identity;
- An enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- A separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- A check of the prohibition from teaching list
- A check on the candidate's mental and physical fitness to carry out their work responsibilities;
- A check on the person's right to work in the UK;
- If the person has lived or worked outside the UK, further checks which we consider appropriate;
- A check of professional qualifications;

A Risk Assessment will be in place, approved by the Headteacher, until full DBS clearance is received. This will fully detail reasons and the supervision in place to mitigate any risks. This will be reviewed fortnightly.

Assurance is obtained that appropriate suitability checks apply to any staff employed by another organisation who might be working onsite (such as kitchen and cleaning staff) and to any individual working with the school's pupils (such as after school clubs) or on an external site (such as on school visits).

Any individual working on our school site, and/or off-site with our pupils, for whom an enhanced DBS check with barred list has not been obtained will not be allowed to work in regulated activity and will be supervised by school staff at all times.

The school adheres to the definition of supervision as "reasonable day to day supervision by another person engaging in regulated activity" and follows Annex F of Keeping Children Safe in Education (September 2018) accordingly. Importantly, the following points are adhered to:

- there must be supervision by a person who is in regulated activity
- the supervision must be regular and day to day; and
- the supervision must be 'reasonable' in all the circumstances to ensure the protection of children.

Single Central Record

Evidence of relevant checks is recorded and stored in a single, central location, easily accessible when appropriate and necessary. This Single Central Record is monitored regularly by the Headteacher and Governor responsible for Safeguarding.

Appointments

Our offer of appointment will be conditional on all requested checks having been returned as satisfactory. We will refer to the Independent Safeguarding Authority any person whose checks reveal that they have sought work when barred from working with children.

Induction

We will always provide newly appointed staff with an induction process, set out in our Staff Induction Checklist. This will include appropriate guidance about our safeguarding policy, safe working practice, boundaries and propriety and explain the consequences of not following the guidance.

Continuing Professional Development

We will ensure that all staff receive regular training in Safeguarding and Child Protection (See Part G)

Supervision

We will always supervise staff and act on any concerns that relate to the safeguarding of children.

Governor Checks

As part of the governor recruitment process, new governors must have applied for an enhanced DBC certificate within 21 days of their appointment.

Part F: Safeguarding Concerns or Allegations about Another Adult

Because of their daily contact with children in a variety of situations, teachers and other school staff are vulnerable to accusations of abuse. Regrettably, in some cases such accusations may be true. The school therefore expects all staff to follow the agreed procedures for dealing with allegations against staff.

Inappropriate behaviour by staff / volunteers could take the following forms:

- Physical: For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling
- Emotional: For example intimidation, belittling, scapegoating, sarcasm, lack of respect for the children's rights, and attitudes to discriminate on the grounds of race, gender, disability or sexuality.
- Sexual: For example sexualised behaviour towards pupils, sexual harassment, sexual conversations, assault or rape
- Neglect: For example failing to act to protect a child, failing to seek medical attentions or failure to carry out appropriate risk assessments.

All allegations or concerns about colleagues and visitors must be reported directly to the Headteacher, or Deputy Headteacher (who is also the DSL). If the concern relates to the Deputy Headteacher, then this should be addressed to the Headteacher. This should be done without informing the person who is the subject of the concern.

The member of staff identifying a child protection concern should note carefully the facts and events leading up to the concern but should not investigate the matter. If a child makes a direct allegation, or appears to be trying to do so, the staff member should not ask questions except those that are necessary to clarify whether or not the child is alleging abuse. The staff member should make a clear note of any questions asked and the actual words used by the child. The child should not be asked to write down any account of events at this stage.

If an allegation is made about a member of staff, governor, visitor or volunteer the Headteacher will carry out an urgent initial consideration in order to establish whether there is any substance to the allegation. The Headteacher may decide to speak to the child directly. If it becomes apparent at any stage of these preliminary enquiries that there are credible child protection concerns and if the child has suffered or is likely to suffer significant harm, the enquiries must be discontinued and a referral made to the Local Authority Designated Officer (LADO). The LADO will advise about the actions to be taken and may initiate referrals within Children's Social Care. If it is not clear whether the actions of the member of staff raise child protection concerns, the Headteacher will seek further advice from the LADO service provided by the Tri-Borough. The LADO responsible for the Tri-Borough is **Kembra Healy**.

In some cases it may be necessary for the staff member to be suspended whilst an investigation is carried out. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Suspension should not be 'the default position' and should only be considered where there is cause to believe that a child at the school is at risk of significant harm or the allegation warrants investigation by the police. The Headteacher or Chair of Governors will consider carefully if it is the appropriate course of action and whether the result that would be achieved through suspension could be obtained by alternative arrangements. The decision will be based on a risk assessment, taking into account the context of the allegation, background information regarding the member of staff, information regarding the child and their family and whether the presence of the member of staff is likely to hamper any investigation. In all cases where it is intended to suspend a member of staff, the Headteacher should consult RBKC Human Resources. The school will identify a person who will act as a point of contact and information for the suspended member of staff.

In certain serious situations the police and children's services may require that the member of staff is not informed of the issue.

We will always refer to the Disclosure and Barring Service (DBS) any member of staff who is dismissed because of misconduct relating to a child.

If, after initial investigation, the actions of the member of staff do not raise credible child protection concerns but do raise other issues in relation to the conduct of the member of staff, the school will follow its own internal staff conduct procedures. Such circumstances may include staff accidentally harming a student or malicious allegations made against the member of staff.

If the allegation is without foundation and no further formal action is necessary, all those involved will be informed of this conclusion. This information will be removed from the personnel records and will not be referred to in employer references. The reasons for the decision to not proceed further with the allegation will be recorded on the school's child protection file.

As part of the process the police may wish to interview the child at the centre of the allegation and other children who witnessed aspects of the allegation. An interview on school premise requires the consent of the Headteacher. When considering whether to give consent the Headteacher should take into account:

- The consent of the child's parent / carer is normally required unless this would further increase potential risk to the child;
- The potential effect on the child's welfare, including the effect of removing the child from the class;
- The importance of maintaining the school as a place of safety for its pupils.

Staff will be made aware of how to report allegations against staff in their induction before employment, and in the staff handbook.

Allegations against the Headteacher

If the concern relates to the Headteacher the member of staff should immediately contact the LADO and Chair of Governors without alerting the Headteacher. The LADO will liaise with the Chair of Governors and they will decide upon any action required.

If the actions of the Headteacher raise child protection concerns the LADO and Chair of Governors will agree to make the necessary referral to Children's Social Care and attend any position of trust co-ordination meetings. As soon as it is deemed appropriate to notify the Headteacher of the allegation, the Chair of Governors should advise them to seek professional support. The Chair of Governors is responsible for making any decisions that may be necessary regarding the suspension of the Headteacher during an investigation.

If the actions of the Headteacher do not raise child protection concerns but do raise other issues, these issues will be addressed through the school's internal procedures.

If the allegation or concern is without foundation and no further action is necessary, the LADO will record the reasons for this decision and arrange for the Headteacher to be informed.

Allegations against a Governor

If allegations or concerns arise in relation to a governor, the Headteacher and/or Chair of Governors will seek further support and guidance from the Local Authority Designated Officer (LADO).

Part G: Responsibilities and Training

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection in the school. The DSL is a member of the senior leadership team. The school also has a named Safeguarding Co-ordinator ensuring there is always an appropriately trained and designated person in the school at all times. The responsibilities of the DSL include: managing referrals, working with other professionals and agencies (including LSCB), keeping up to date with relevant training, keeping staff up to date with relevant safeguarding training, maintaining a secure awareness of child protection and safeguarding, maintaining accurate records, transferring records. Day-to-day safeguarding work may be delegated to the Safeguarding Co-ordinator. The DSL has a specific job description which mirrors Annex B in Keeping Children Safe in Education (September 2018). The DSL and Safeguarding Co-ordinator liaise with the Headteacher on safeguarding issues and would refer any cases of suspected abuse to the local authority children's social care and the police. The DSL has the necessary status and authority to take responsibility for safeguarding matters including committing resources and, where appropriate, supporting and directing other staff.

All child protection and safeguarding concerns, discussions and decisions made and the reasons for such decisions are recorded accurately and kept securely in a locked cabinet, if in paper form. All electronic documents are kept in password-protected folders on secure drives. Records are carefully managed by the DSL and Safeguarding Co-ordinator.

Inter-Agency Working

We are fully committed to inter-agency working in line with statutory guidance. We work with all external agencies in the best interests of the child. We will always adhere to the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB(s). Information will be shared securely with other professionals and local agencies. This commitment includes for children who are in the care of local authority where we recognise additional vulnerability to under-achievement.

Support for and Supervision of Staff

All staff should feel comfortable and confident approaching the DSL or any other member of senior leadership about any safeguarding and/or pastoral care concerns, including in relation to unsafe practice (see Whistleblowing section below). If a staff member would like additional support and/or training in order to fulfil their safeguarding responsibilities, including in identifying and/or handling concerns they should speak to the DSL who will work with the member of staff to ensure that they are adequately supported. Safeguarding and pastoral care responsibilities are a key part of staff appraisals and staff should use this process to build and improve their knowledge, confidence and experience in this area.

Training

As part of their induction programme all newly appointed staff, including part-time, temporary and voluntary staff, receive training in safeguarding issues including:

- this Safeguarding and Child Protection Policy;
- Keeping Children Safe in Education (September 2016) Part 1 and Annex A for adults working directly with children;
- the School's Code of Conduct;
- Preventing Extremism and Radicalisation;
- Safer Working Practice;
- the School's Whistleblowing Policy; and
- the role of the DSL.

At induction (and annually thereafter, as minimum) staff are trained on:

- identifying signs of abuse;
- knowing what to do to raise concerns;
- recognising signs of specific safeguarding issues (including radicalisation and extremism)
- knowing how to make a referral (including if the DSL is not available or the DSL is not acting); and
- recognising the need for early help.

Staff should re-read KCSIE each time it is updated by the DfE, and are told of updates by the DSL and Safeguarding Co-ordinator. Staff are expected to sign to note they have read and understood the content of KCSIE Part 1. Refresher training for staff is provided regularly in line with advice from the LSCB. All staff are provided with safeguarding and child protection updates annually, as minimum. The DSL leads on ensuring that regular safeguarding and child protection updates are circulated to all staff.

The DSL and Safeguarding Co-ordinator monitor and audit training termly. Records are kept for all staff of:

- Any safeguarding training, including type, level and date
- Any safeguarding paperwork received, including this policy and KCSIE

The DSL and Safeguarding Co-ordinator receive advanced safeguarding and child protection training at least annually. This includes inter-agency working protocols, KCSIE and the child protection procedures for the LCSB(s) and training in preventing extremism.

Part H: Governor Oversight

The Bevington Board of Governors have oversight of Safeguarding and Child Protection at our school. They are responsible for ensuring that the school policies and procedures in relation to Safeguarding are effective. The Board of Governors has a Link Governor for Safeguarding.

The DSL will continually monitor our child protection and safeguarding practices and bring to the notice of the Headteacher and Board of Governors any weaknesses or deficiencies. The Governing Body has a duty to remedy any weaknesses that are identified.

A governor will carry out a spot check on the single central register at least annually and report findings to Governing body.

At least annually, the link governor will meet with relevant staff to discuss the child protection and safeguarding work that we have undertaken during the year. Names of children will not be shared. Included in the meeting will be details of:

- The names of members of staff with designated child protection responsibilities
- Confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- The training that has been undertaken by the designated staff
- The training that has been undertaken by all other staff and volunteers (working with children).
- Details of any incidents when physical restraint of pupils has been used
- Details of information and guidance that has been given to staff
- Details of safeguarding and child protection issues included in the curriculum
- Confirmation that all child protection records are stored securely and where appropriate have been transferred to another school
- Details of safeguarding and child protection information given to parents
- Details of the safety of the school site and the access given to visitors
- Confirmation that all school lettings have been agreed with consideration given to the safeguarding of children
- Numbers of child protection referrals made to Children's Services
- Details of child protection conferences or meetings attended regarding children (names of children are not shared)
- Numbers of children who are, or have been, subject to a Child Protection Plan

The Governors, Headteacher and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

Our Policy will be reviewed annually with Governors.

Part I: Other Safeguarding Policies

Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our separate policy entitled 'Code of Conduct'. Staff should always avoid behaviour which might be misinterpreted by others, and report in accordance with Part E of this Safeguarding and Child Protection Policy.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

Bevington does not permit the use of personal mobile phones and cameras by staff where children are present.

Acceptable Use Policy

Our adult Acceptable Use Policy defines and describes the acceptable use of ICT (Information and Communications Technology) and mobile phones for school-based employees. Its purpose is to outline the standards staff must observe when using school ICT systems, minimise the risk to pupils of inappropriate contact from staff, to protect employees and schools from litigation and to minimise the risk to ICT systems.

Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a pupil or pupils. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a pupil or pupils at risk they should in the first instance report their concern to the Headteacher, unless their concern relates to the Headteacher in which case they should report their concern to the Chair of Governors

Concerns raised under this policy are distinct from concerns or allegations about an adult's suitability to work with or have access to children, which should be reported in accordance with Part F above.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures. Where an adult feels unable to raise a concern about poor safeguarding practice with the Headteacher/Principal or Chair of Governors, or where they feel that their concern is not being addressed, they can raise their concern externally:

- Guidance can be found at - <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for adults who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or email: help@nspcc.org.uk

Online Safety

This Online Safety Policy sets out the roles, responsibilities and procedures for the acceptable, safe and responsible use of all digital and communication technologies, including the use of school based devices,

the internet, email, instant messaging and other social networking, mobile phones, online games/gaming, to safeguard all pupils, staff and the community of Bevington. The policy details how the school will provide support and guidance to parents and the wider community for the safe and responsible use of these technologies. It also explains procedures for any unacceptable or misuse of these technologies by staff or pupils.

Attendance and Punctuality

Bevington expects the highest attendance and punctuality from all pupils, at all times. We support pupils and their families to ensure that excellent attendance is achieved. At Bevington, we are continuously working towards our goal of 100% attendance for all pupils. Our Attendance and Punctuality Policy sets out how we promote and monitor good attendance, and the actions we take if attendance or punctuality give us cause for concern.

Anti-Bullying

Our Anti-Bullying Policy outlines what our school will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

We do all we can to prevent bullying, by developing a school ethos in which bullying is regarded as unacceptable. This policy aims to produce a consistent school response to any bullying incidents that may occur.

PSHE

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society and to prepare for the opportunities, responsibilities and experiences of adult life. We also explicitly and indirectly teach aspects of safeguarding throughout our PSHE curriculum.

MindUp

Alongside our PSHE curriculum, we follow the MindUp programme which underpins all aspects of school life. This gives children the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.

SRE

SRE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. SRE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. Our SRE Policy sets out how we will plan and deliver our Sex and Relationships Education curriculum.

Ownership and consultation	
Document sponsor (role)	Designated Safeguarding Lead
Document author (name)	Shaíney Slater
Consultation	Karen Matthews, Headteacher Richard Byrne-Smith, Deputy Headteacher Tracey Simpson, Safeguarding Co-ordinator Hayley Murphy, HR and Premises Manager Siobhan McGrath, Governor Stephen Smith, Computing Leader

Audience	
Audience	All school based staff and volunteers

Version control	
Implementation date	September 2019
Review date	September 2020

Related documentation	All safeguarding related policies, including: <ul style="list-style-type: none"> ○ Acceptable Use Policy ○ Anti-Bullying and Behaviour Policy ○ Attendance and Punctuality Policy ○ Code of Conduct ○ Exclusions Procedures ○ Health and Safety Policy ○ Keeping Children Safe in Education ○ Online Safety Policy ○ PSHE Policy ○ Special Educational Needs Policy ○ SRE Policy ○ Staff Discipline, Conduct and Grievance Policies ○ Staff Handbook ○ Use of Reasonable Force ○ Whistleblowing Policy
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Review of Policy and Procedures

Bevington carries out an annual review of this Policy, led by the DSL. This includes an evaluation of the extent to which these policies have been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in child protection arrangements without delay and without waiting for the next policy review date, should any be necessary.

Appendix: Record of Concern

Staff should use this form to record any concerns related to Safeguarding and Child Protection. It should then be physically handed to the Designated Safeguarding Lead or Safeguarding Co-ordinator. Copies of this form are kept in the staffroom and front office.

Bevington Primary School RECORD OF CONCERN	
Child's Name :	
Class:	
Date and Time of Concern :	
Your Account of the Concern : <i>(what was said, observed, reported and by whom)</i>	
<i>Continue on separate sheet if needed</i>	
Your Response : <i>(what did you do/say following the concern)</i>	
Your Name :	
Your Signature :	
Your Position in School :	
Date and Time of this Recording :	
Action and Response of DSP / DHT :	
Name: Date:.....	