

# Child Protection Policy 2023

## 1. Introduction and Aims

All Staff members and volunteers working with children at Bede's Summer School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members and volunteers should always act in the interests of the child.

Relevant documentation can be found in the Resources section of the Summer School Management Information System for all relevant handbooks, policies and procedures. This policy will be amended immediately should it prove insufficient at any point.

As far as Child Protection is concerned, the term 'child' applies to all students including Bede's Summer School. The term staff applies to all employees of Bede's School Trust, including temporary staff, and volunteers, summer school staff and to the governors of the Trust.

The policy complies fully with the guidance given in '*Keeping Children Safe in Education (2021)*', '*Working Together to Safeguard Children (2018)*' and the '*Prevent Duty Guidance (2015)*'. It was written with reference to '*Sussex Child Protection and Safeguarding Procedures*' produced by the Local Safeguarding Children Boards of Brighton and Hove, East Sussex and West Sussex; the Summer School's Designated Safeguarding Lead (DSL) will follow the guidelines published in this document and further advice from the East Sussex LSCB [www. http://eastsussexlscb.org.uk/our-procedures/](http://eastsussexlscb.org.uk/our-procedures/) It has regard for the Singleton Report of March 2009 *The review of safeguarding in Independent Schools and Boarding Schools in England*.

The policy ensures that the Summer School recognises and implements the following:

- ✓ The establishment and maintenance of a safe environment in which children can learn, develop, be encouraged to talk and are listened to;
- ✓ A support network for children so that they know there are adults in the school whom they can approach if they are worried;
- ✓ Raising awareness of child protection issues and equipping children with the skills needed to keep them safe, in school, in the wider community and online;
- ✓ Making staff aware of students with greater vulnerabilities: those with SEN/D;
- ✓ Guidance to staff on the support of students who have been abused;
- ✓ Safe recruitment procedures in checking the suitability of all staff members in compliance with Independent School Standards Regulations;
- ✓ Development, monitoring and review of procedures for identifying and reporting cases, or suspected cases, of abuse;
- ✓ Any deficiencies or weaknesses in child protection which may come to light will be remedied without delay.
- ✓ There is a procedure for searching for and, if necessary, reporting any student missing from school. This is the "Missing Student Procedure". A written record is made of any such incident, the action taken, and any reasons given by the student for going missing.

## 2. Recruitment of Staff

# Child Protection Policy 2023



Bede's School operates safer recruitment procedures in accordance with the guidance given in 'Keeping Children Safe in Education (2021)', *Working together to safeguard Children* 2018, the Education (Independent School Standards) (England) Regulations September 2018 and the National Minimum Standards for Boarding Schools 2015. In addition, the Summer School is accredited by the British Council.

Consequently, all staff are vetted through the 'Disclosure and Barring Service' (DBS) to check whether there is anything in their past which would militate against them being employed at the schools. Under The Education (Provision of Information by Independent Schools) (England) Regulations 2003, the school is required to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria have been met, that is, they have caused harm or posed a risk of harm to a child. Failure to make such a report constitutes an offence and the school could be removed from the DfE register of independent schools.

Bede's Summer School is also under a duty to consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. (Further guidance is published on the NCTL website)

The Summer School seeks assurances that appropriate child protection checks and procedures have been carried out for adults who work with students from the School elsewhere, e.g. taxi drivers, outward bound instructors etc.

### 3. Designated persons

#### Summer School

Director of Safeguarding, Mrs A.Hodge ([Annabel.Hodge@bedes.org](mailto:Annabel.Hodge@bedes.org)), Director of Summer School, Mr R Edwards ([Ryan.edwards@bedes.org](mailto:Ryan.edwards@bedes.org)), is the current Designated Safeguarding Lead (DSL) for Summer School. Mr L Hart ([Luke.Hart@bedes.org](mailto:Luke.Hart@bedes.org)) is the Deputy Designated Safeguarding Lead.

#### Governors

Mr Sarah Jelly ([sarah.jelly@bedes.org](mailto:sarah.jelly@bedes.org)) is the Governor with specific oversight for Child Protection, although the whole Governing body is responsible for Child Protection and Safeguarding.

### 4. LADO (Local Authority Designated Person)

#### East Sussex

Mrs A Glover, Operations Manager Safeguarding (LADO), East Sussex County Council, St Marks House, 14 Upperton Road, Eastbourne. BN21 1EP (tel. no: 01323 466606, email: [amanda.glover@eastsussex.gov.uk](mailto:amanda.glover@eastsussex.gov.uk)) is the contact person with the Local Authority for allegations against staff in schools.

For concerns about children in need or at risk please contact East Sussex Children's Services.

# Child Protection Policy 2023



Eastbourne, Wealden and Lewes, Hastings  
Children's Services Duty and Assessment Team 01323 747373  
0-19.SPOA@eastsussex.gov.uk  
0-19.SPOA@eastsussex.gcsx.gov.uk  
Telephone: 01323 464222  
(8:30-5:00 Monday to Thursday and 8:30 – 4:30 Friday)

Out of Hours and Emergency

01273 335905 or 01273 335906

Brighton and Hove Duty Assessment Team  
Multi Agency Safeguarding Hub (MASH)  
C/O Whitehawk Community Hub and Library  
179A Whitehawk Road  
Brighton  
BN2 5FL  
Telephone: 01273 290400  
Email MASH@brighton-hove.gcsx.gov.uk

West Sussex  
Children's Access Point:  
Monday to Friday between 9am-5pm: 01403 229900

## 5. Training and awareness of Child Protection Issues

### For the designated persons:

The DSLs will be trained in Child Protection matters (which covers inter-agency working, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children) every two years by the local social services department or an external welfare agency acceptable to the local safeguarding children board and in line with Annex B of KCSIE 2016. The DSLs' job descriptions also include key activities of the role in line with Annex B of KCSIE.

### For all staff:

The Induction and INSET programmes ensure that all staff members, including part-time, temporary, ancillary and any voluntary staff, understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead. All new staff, including temporary staff and volunteers are made aware of their responsibilities as part of the induction process and sign a form, which is kept in their personnel file, to confirm that they are aware of: the school's child protection policy, the staff code of conduct, the identity of the DSLs, the school's whistleblowing policy and have received a copy of KCSIE part 1.

### For Students:

# Child Protection Policy 2023



Students are taught about safeguarding through the handbooks and advice from staff in the different centres.

## 6. Record Keeping and Information Sharing

A student with child protection issues will have a separate file as well as his/her main school file. The special, secure file for sensitive information will be kept by the DSLs.

## 7. Types of Abuse and Neglect

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

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to 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.

Main Categories: (see appendix 2 for indicators of a potential Child Protection issue)

### Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. It also includes when a parent or carer fabricates the symptoms of or deliberately induces illness in a child

### Emotional Abuse

Emotional abuse is persistent emotional maltreatment such as to cause severe and persistent adverse effects on the child's emotional development. It may also involve seeing or hearing the ill treatment of another, for example when a child witnesses domestic abuse

### Sexual Abuse

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

Activities may involve penetrative or non-penetrative acts, or involve children in looking at or in the production of pornographic material, including child pornography on the internet

### 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 include the failure to provide adequate food, clothing, shelter, supervision, medical treatment or response to emotional needs

Specific Safeguarding Issues: (see appendix 2 for further detail)

# Child Protection Policy 2023

- Child Sexual Exploitation
- Bullying including cyberbullying
- Domestic abuse
- Drugs
- Fabricated induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Mental Health
- Private Fostering
- Preventing Radicalisation (Prevent)
- Sexting
- Teenage Relationship Abuse
- Trafficking
- Students who run away
- Students who are missing

Students with special educational needs (SEN), disabilities and looked after children can face additional safeguarding challenges. They can be disproportionately impacted by things like bullying and may face greater barriers to communication.

## **8. What school staff should do if they have concerns about a child**

If staff members have any concerns about a child (as opposed to a child being in immediate danger – see paragraph 9) they will need to decide what action to take. Most staff should be able to report this concern through the online Observations section of the Summer School's Management Information System. Staff without access should contact the DSL directly. Appropriate action will be taken by the DSL in line with East Sussex LSCB referral thresholds.

## **9. What school staff should do if a child is in danger or at risk of harm**

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral but it is usually the DSL who will do this.

## **10. Managing a disclosure**

If any member of staff is approached by a child who wants to tell them about abuse, or a worry of this kind, they should: -

- Take the child seriously
- Be sympathetic
- Not promise to keep a secret in advance of hearing what he/she has to say. Explain that you can be trusted to behave with sensitivity, but you may have to inform someone else

# Child Protection Policy 2023

- Not ask leading questions (eg: "Did he do x to you?"). Just ask, "What do you want to tell me?", or "Is there anything else that you would like to say?"
- Reassure the child that he/she will not be required to repeat embarrassing or distressing details to other members of staff. You will pass on the details to the relevant authority
- Make a written note as soon as possible of what the child has said, using the child's own words as far as possible. This may be very important later and will save the child the distress of unnecessary repetition. Keep the original notes, even if they are on the back of something else - these are more valuable as evidence than a smarter version which has been copied up later

Having comforted the child and reassured him/her that you will help, you must immediately contact the relevant DSL.

Then:

- Do not tell other people about the situation – this could cloud the issue later.
- If it is alleged that one or more students have abused another student, please follow the same procedures with the alleged victim. Another colleague (or colleagues) should be charged with the task of isolating the alleged abuser(s). All the individuals concerned should be kept apart until the DSL has given instructions about the next step(s).
- All information is treated in the strictest confidence. Information sometimes has to be shared, but those providing the information will be involved in how this comes out.

## What might the School do with the information you provide?

At least record it; it may not seem significant straight away, but may add to further information received later.

Telephone professional agencies for advice without giving names (the DSL and the school will be named)

Telephone professional agencies for advice, providing the necessary names for records to be checked

May be referred to an external agency such as the Social Services Department of the Local Authority, the Child Protection unit of the Police, without investigation within the school.

Make a full referral in accordance with Sussex Child Protection and Safeguarding Procedures.

The Designated Safeguarding Lead will always let you know what will happen to information you provide.

Where practically possible, and with the advice of professional agencies, the anonymity of a referring colleague will be protected.

## **11. Who to tell when abuse is suspected?**

At the Summer School members of Staff should discuss any suspicion or worry they may have about any student who is possibly at risk with the DSL.

Any member of staff can make a referral to Children's Services Duty and Assessment team directly if they feel the need to do so or if they feel that a child protection disclosure is not being dealt with effectively or efficiently.

# Child Protection Policy 2023



A disclosure referring to a student suffering or at risk from suffering serious harm should be referred to Children's Services Duty and Assessment team immediately. For students who do not meet the threshold for referral but are in need of additional support there should be an inter-agency assessment following '*Sussex Child Protection and Safeguarding Procedures*'. (see appendix 5 *Children's Safeguarding: Continuum of Need*)

## Allegations of abuse by one or more students against another student (Peer on peer)

Any member of the school community may become aware of a student in distress, or suspicious that a student may have been maltreated by one or more students. All forms of peer abuse, including sexting, will not be tolerated. Such behaviour cannot be passed off as 'banter' or a 'part of growing up'. It makes no difference whether the abuse is suspected or alleged to be taking place at home, at school or elsewhere. Whether parents, relations, staff, other adults, or students may be involved, the welfare of the student at risk is the first priority.

If there is reasonable cause to suspect that a student is suffering, or likely to suffer, significant harm the School's safeguarding reporting procedures should be used. (see page 2) This includes such abuse as would be referred to the local authority as a child protection concern. In addition, the Summer School's School Rules and Discipline & Exclusion Policy would be applied where appropriate. Victims of peer abuse will be supported in line with the Summer School's welfare policy.

## Allegations against Teachers, other Staff and volunteers

If the allegation is against a member of staff, teacher or volunteer, the Summer School Director (ryan.edwards@bedes.org) should be informed straight away.

The Director of Summer School or Director of Safeguarding will immediately inform the LADO of the allegation and at least within one working day. The school will never attempt to investigate the allegation of abuse before contacting the LADO. Should the case manager deem necessary the police will be informed from the outset in cases of serious harm. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate.

The School has procedures for dealing with allegations against staff (and volunteers who work with children, including governors) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures (which are set out fully in Appendix 3) follow the guidance in chapter 4 of *Keeping Children Safe in Education* (2021) and should be used where the member of staff or volunteer has allegedly:

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

# Child Protection Policy 2023



For any member of resident staff who is suspended, pending an investigation of a child protection nature, the school would make arrangements for alternative accommodation away from children.

## Allegations against the Designated Safeguarding Lead

Where an allegation or complaint is made against the Designated Safeguarding Lead the matter should be reported immediately to the Director who will discuss allegations with the LADO before further action is taken.

The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate.

## Allegations against the Direct of Summer School, Headmaster, Chairman of the Governing Body or Governors

Where an allegation or complaint is made against the Director, the person receiving the allegation should immediately inform the CEO (Senior School Headmaster). Where an allegation or complaint is made against the Headmaster of the Senior School, the person receiving the allegation should immediately inform the Chair of the Governing Body, Mrs Geraldine Watkins (geraldine.watkins@bedes.org) or in her absence the Deputy Chair, Mr John Burbidge (john.burbidge@bedes.org), without first notifying the Headmaster. Similarly, if an allegation is made against the Chairman of the Governing Body, the allegation should be reported to the CEO - Senior School Headmaster (peter.goodyer@bedes.org). Again, any such allegations will be discussed with the LADO before further action is taken. Where an allegation is made against a Governor, the person receiving the allegation should immediately inform the chair of the Governing Body or, in her absence, the Headmaster.

## Whistleblowing

All staff have the responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. The School's Whistleblowing Policy makes it clear that it is the duty

of employees and volunteers to report any concerns or allegations about behaviour of colleagues or practices which are likely to put students at risk of abuse or serious harm. The policy also makes it clear that there will be no retribution against the reporter.

If there is concern that the School might not be following proper procedures in a child protection matter, staff or parents may contact one of the outside agencies directly.

## **12. Contact details for Outside Agencies**

### East Sussex County Council Children's' Services Departments:

Children's Services Duty and Assessment Team	01323 747373
Out of Hours and Emergency	01273 335905 or 01273 335906
LADO	01323 466606
East Sussex Local Safeguarding Children Board	<a href="http://www.eastsussexlscb.org.uk/">http://www.eastsussexlscb.org.uk/</a>



# Child Protection Policy 2023



East Sussex Child Protection and Safeguarding

<http://www.eastsussex.gov.uk/childrenandfamilies/childprotection/default.htm>

OfSTED Whistleblowing Hotline

0300 123 3155 and/or

[whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

## West Sussex County Council Children's Services

Children's Services Duty and Assessment Team  
Emergency Duty Service

01403 229900

01903 694422

## Whistleblowing helpline

NSPCC

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

0800 0280285

## The Following numbers may be useful for students:

Childline

0800 1111

NSPCC

The Office of the Children's Commissioner

[info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

0808 800 5000

02077838330

## **13. Availability of the Child Protection Policy**

The Policy is given to all members of staff on induction and available on the Summer School's website ([www.bedessummerschool.org](http://www.bedessummerschool.org)), on as a hard copy at the Summer School's Head Office.

## **14. Policy Review**

This policy, together with the Summer School's Child Protection procedures and the efficiency with which these procedures have been administered are reviewed annually by the School Governors. The Safeguarding Compliance Committee, chaired by the Safeguarding governor, meets at least termly to formally review all policies and procedures regarding safeguarding and compliance. The Safeguarding Compliance Committee gives staff the opportunity to contribute to and shape safeguarding arrangements and child protection.

## **15. Appropriate Conduct with Students (also see appendix 4 and staff code of conduct)**

Staff must be aware of appropriate conduct with students in order to avoid allegations and misunderstandings:

Please refer to your contract and to the Staff Handbook for the relevant disciplinary procedures.

# Child Protection Policy 2023



## 16. Staff Behaviour Policies

All staff should be aware of the standards of professional conduct required of them at Bede's; as outlined in the Staff Handbook, their employment contract and Staff Code of Conduct.

## 17. Related Policies & Documents

- School Rules
- Discipline & Exclusion Policy
- Student Handbooks
- Health and Safety Policy
- Fire Safety
- Staff Handbook
- Staff Code of Conduct
- Employment Contract
- Medical Policy
- School Visits policy
- Anti-Bullying Policy
- Safer Recruitment Procedures
- Safeguarding Management
- Safeguarding Compliance Committee Terms of Reference
- Intimate Care Policy
- Whistleblowing Policy
- Welfare Policy

**Owned by:** Director of Summer School

**Authorised by:** Governing Body

**Date:** May 2022

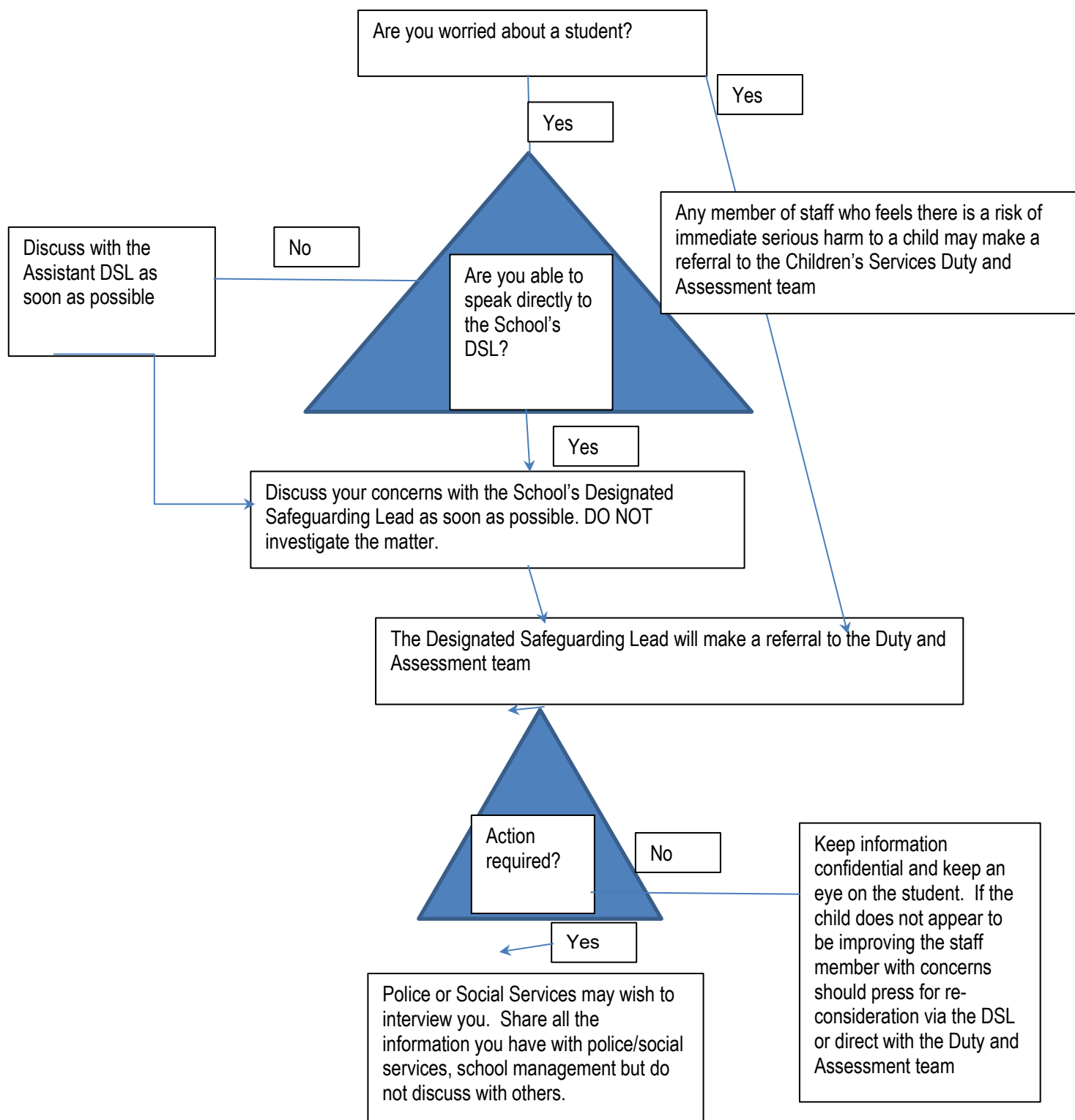
**Review Date:** May 2023

**Circulation:** Governing Body  
All staff / volunteers  
Parents & Agents on request  
Published on Summer School website

# Child Protection Policy 2023

## Appendix 1a

### Action if you have a safeguarding concern about a student



# Child Protection Policy 2023

## Appendix 1b

### Action if you have received information about a student being harmed

You have received an allegation that a student has been abused.  
Who is alleged to have committed the abuse?

Is it a parent, a student of someone outside the school?

Yes

Report to the Designated Safeguarding Lead or the Assistant Designated Safeguarding Lead

No

Is it a member of staff (except the Principal or the Chairman of Governors)?

Yes

Report to the Director immediately

No

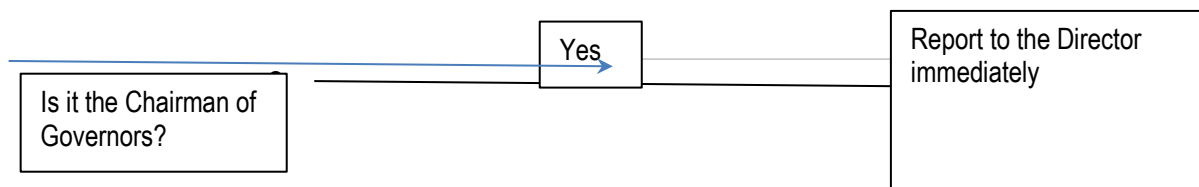
Is it the Principal?

Yes

Report to the Chair of Governors immediately

No

# Child Protection Policy 2023



## Appendix 2

### Types of Abuse and Neglect

#### Physical abuse – what to look for:

- Injuries, especially those which are not typical
- Students who find it painful to walk, sit down, move their jaws, etc.
- Regular injuries with no adequate explanation, or conflicting explanations
- Reluctance to change for games
- Uncharacteristic behaviour
- Loss of appetite or eating disorder
- Sudden lack of coordination
- Reluctance to explain

#### Sexual abuse – what to look for:

- Inappropriate sexualised conduct, play or conversation
- Self-harm
- Running away

#### Neglect – what to look for:

- Deterioration in appearance or hygiene
- Deterioration in behaviour

#### Emotional abuse – what to look for:

- Depression
- Withdrawal
- Introversion
- Aggression

#### *Some points to consider:*

- Many forms of abuse have no physical symptoms
- The diagnosis of abuse is difficult – even for experts
- Delay in reporting suspicions of abuse could be disastrous

#### FGM

- Female Genital Mutilation (sometimes referred to as Female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.
- FGM is a deeply-rooted tradition, practised widely among specific ethnic populations in Africa and parts of the Middle East and Asia.

# Child Protection Policy 2023

- An estimated 137,000 women in the UK are effected by female genital mutilation (FGM) however the true extent is unknown due to the *hidden* nature of the crime.
- A new mandatory duty to report FGM cases to the police came in to affect in England and Wales on the 31<sup>st</sup> of October 2015. The duty applies only to girls who are under 18 at the time of FGM is observed or disclosed.

## CSE

Child sexual exploitation is when children and young people receive something in exchange for sexual activity. It is a form of sexual abuse and can take place through street grooming or online exploitation.

Child sexual exploitation can involve (but is not limited to):

- Seemingly 'consensual' relationships where sex is exchanged for attention, affection, accommodation or gifts, including drugs and alcohol
  - Organised networks of perpetrators who may use younger men, women, boys or girls to build relationships and introduce other young people to the network
  - Unwanted pressure from the child's peers to have sex or sexual bullying by peers, including cyber bullying
  - Threatening behaviour by gangs to coerce young people into sexual activities which is then used against them as a form of extortion and to keep them compliant
  - Grooming through casual social relationships formed at common meeting places or parties where drugs and alcohol are involved
  - Being introduced to perpetrators by children and young people who are themselves victims of sexual exploitation
- 
- Online grooming; this could involve an adult pretending to be a child and befriending the child through internet chat rooms, social networking sites, email or mobile telephone messaging, and
  - Targeting young people through their parents or carers by providing drugs, alcohol or money to the parents or carers; this can often mean that the perpetrator is trusted and seen as a potential boyfriend or girlfriend by the family.

## Prevent Duty 2015

- This policy is also informed by the *Prevent duty guidance 2015*. Children at risk of radicalisation would be identified as being at risk of harm and therefore referred through the standard child protection channels.
- From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".
- This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.
- School staff and childcare providers should understand when it is appropriate to make a referral to the Channel programme.
- Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

Please refer to the following guidance for further details:

# Child Protection Policy 2023

**BEDE'S**  
AMBITIOUS  
**SUMMER SCHOOL**

[www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2)

# Child Protection Policy 2023

## **Appendix 3**

### **Procedure for Dealing with Allegations against Staff**

**Disclosure of information:** The Director will inform the accused person of the allegation as soon as possible after the LADO has been consulted. The Parents or carers of the student/students involved will be informed of the allegation as soon as possible if they do not already know of it. Where the LADO advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Director should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process.

**Support:** A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate.

**Action to be taken against the accused:** Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Director (or the Chairman of the Governing Body where the allegation is against the Director). The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Director how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the LSCB.

**Suspension:** Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a student or other students at the School is or are at risk of significant harm; or
- the allegation warrants investigation by the police; or
- the allegation is so serious that it might be grounds for dismissal.

The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment.

**Criminal proceedings:** The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

**Return to work:** If it is decided that the person who has been suspended should return to work, the School should consider how to facilitate this, for example, a phased return may be appropriate and / or the provision of a mentor to provide assistance in the short term. The School should also consider how to manage the contact with the student/students who made the allegation.



# Child Protection Policy 2023



Ceasing to use staff: If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Disclosure and Barring Service. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governing Body without delay.

Resignation: If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the Disclosure and Barring Service in appropriate circumstances.

Timescales: All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unfounded or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with all but the most exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the relevant Director should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

Unfounded or malicious allegations: Where an allegation by a student is shown to have been deliberately invented or malicious, the relevant Director will consider what form of disciplinary action to take in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the relevant Director will consider whether to require that parent to withdraw their child or children from the school on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a student or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate

Record keeping: Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of ten years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from employer references to the employee's records.

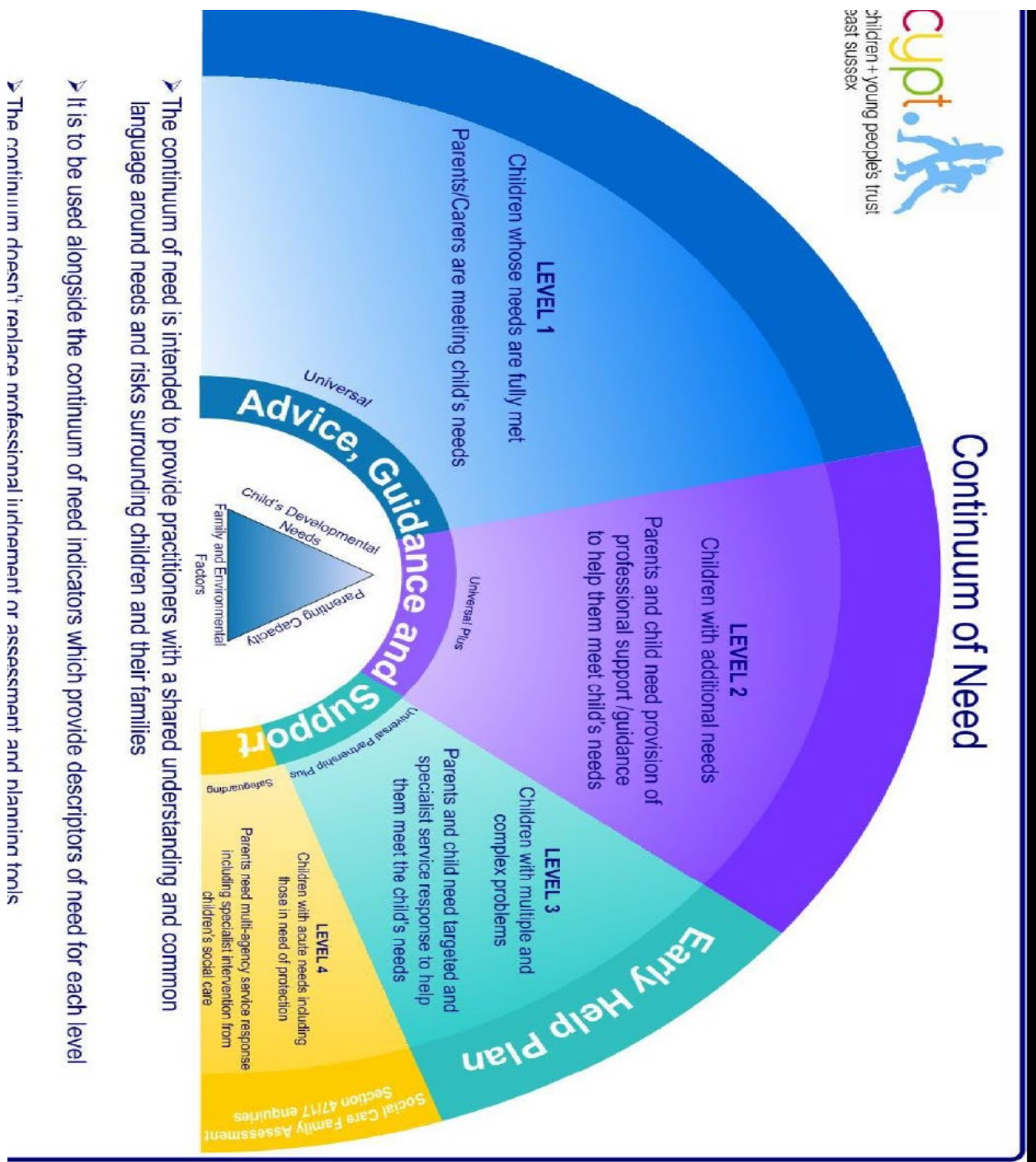
# Child Protection Policy 2023

## Appendix 4

### Appropriate Conduct with Students

<u>Always</u>	<u>Never</u>
Always put the welfare of the student first.	Never engage in rough, physical or sexually provocative games with students.
Always treat all students equally	Never show favouritism to any one student.
Always watch your speech, tone of voice, and body language.	Never allow abusive peer activities, e.g. initiation ceremonies, bullying, ridiculing.
Always treat all students with respect and dignity.	Never go into a students' room unless you have a valid reason for doing so. Knock on the door first and identify yourself. Always leave the door open.
Always maintain a safe and appropriate distance with students. It is not appropriate for staff or students to have an intimate relationship with a child.	Never allow or engage in any form of inappropriate or intrusive touching.
Always ensure that, if any form of physical contact is required, it should be provided openly. In sporting situations this should be in accordance with guidelines provided by the appropriate national Governing Council	Never allow students to use inappropriate language without challenge.
Always report any injury that occurs to the Medical Centre, along with details of any treatment given.	Never make sexually suggestive comments to a student, even in fun.
Always ensure that another adult is aware if you are going to be alone with a student at any time.	Never allow allegations made by a student to go without challenge, unrecorded or not acted upon.
Always be as unobtrusive as possible if required to supervise students changing or showering. Such supervision must focus on the safety of students. Wherever possible, ensure that two adults are present.	Never invite or allow students to stay with you at your home unsupervised. Residential staff should only invite students into their accommodation if they are in pairs or groups, and they must inform another member of staff of the timings and the reason for doing so.
Always respect a student's privacy, especially in showers, changing rooms, and lavatories.	Staff should avoid arranging any meeting with individual students away from school premises.
Always use school email addresses and phone numbers to communicate with students	Never share sleeping accommodation with students.
Always follow the staff code of conduct	Never contact students through social media (unless it is an official Bede's account)
Try to avoid allowing children to involve you in excessive attention-seeking that is overtly physical sexual in nature in particular.	Never allow unknown adults access to children. Visitors should be accompanied by a known person.
Control and discipline students without physical punishment.	Never scapegoat, ridicule, or reject a student.


## Appendix 5



# Child Protection Policy 2023

## BEDE'S SUMMER SCHOOL

BEDE'S



# Continuum of Need

## Level Indicators

- The Continuum of Need is intended to provide practitioners with a shared understanding and common language around needs and risks surrounding children and their families
- It is to be used alongside the Continuum of Need windscreen which provides an overview of the levels
- The Continuum doesn't replace professional judgement or assessment and planning tools

### Development Needs of unborn child, child & young person

Early years level	Level 1 - Achieving Expected Outcomes (Universal)	Level 2 - Children with additional needs (Universal Plus)	Level 3 - Children with Multiple and complex needs (Universal Partnership Plus)	Level 4 - children with acute needs, including protection (Safeguarding)
Health	Physically well	Susceptible to minor health problems	Severe/chronic health problems	Severe/chronic health problems & appropriate services not being accessed. Life threatening health problems
	Balanced healthy diet/good hygiene/clothing	Adequate diet	Problematic diet e.g. obesity, faltering growth	Severe health effects from problematic diet
	Developmental checks/immunisations up to date, health appointments kept, incl. ante-natal	Slow in reaching developmental milestones. Starting to default on appointments	Slow in reaching developmental milestones. Non attendance for appointments	Developmental milestones unlikely to be met. Non organic faltering growth
	All physical health needs met	Minor concerns regarding diet/hygiene/clothing	Escalating concerns regarding diet/hygiene/clothing	Regularly unwell. Very unclean/dirty, clothing smell
	Speech & language development appropriate	Emerging speech & language difficulties	Failure to access / engage with some speech & language services.	Significant impact of not accessing or engaging with speech and language support
	Dental and optical care as required	Defaulting on dental and optical appointments	Dental and optical concerns not being met	Severe impact from dental and optical concerns not being met
	Sexual activity and awareness appropriate for age	Emerging concerns around sexual activity and awareness	Increasing risk of vulnerability from sexual activity and awareness (inc. teenage pregnancy)	Sexual exploitation/abuse
	Good state of mental health & emotional well-being	Emerging concerns around mental health & emotional well-being	Significant concerns not being met. Failure to access support and services	Serious mental health issues. Serious risk to self or others. Sustained bouts of depression/self harm. Threats of suicide
Learning & Education	No use or exposure to substances	Exposure to substances which impact on health and development	Exposure to problematic use. Experimental use by adolescent	Problematic and chaotic use of substances which impact significantly on the health and well-being of the child. Class A drug use or daily use of any substance by an adolescent
	Success/achievement. reaching educational potential	Not thought to be reaching educational potential. Some identified learning needs that require school-based support	Identified learning needs that are not being met. Evidence of non-engagement with appropriate support	
	Regular school attendance and good punctuality	Pattern of regular school attendances	Some fixed term exclusions. Permanent exclusion. High percentage of non-attendance	Repeated permanent school exclusion. Permanent school exclusion with other risk factors
Emotional & Behavioural	Age appropriate cognitive development. Positive and stimulating environment	Reduced access to books/toys. Not always engaged in learning, e.g. poor concentration, low motivation & interest	No access to leisure activities/stimulation. No interests/skills displayed	Denied access to stimulation
	Feelings & actions demonstrate appropriate responses	Some difficulties with peer group relationships & adults. Evidence of inappropriate responses & actions	Difficulty coping with anger, frustration & upset	Regularly involved in anti-social/criminal activities
	Good quality attachment with caregivers	Disrupted attachment due to parental or child factors. Can be overfriendly or withdrawn with strangers	Disruptive/challenging behaviour by parent or child linked to poor attachment	Dysfunctional attachment between parent and child leading to significant harm
Identity	Behavioural difficulties well managed	Emerging difficulties around managing challenging/disruptive behaviour	Challenging / disruptive behaviour impacting on daily life, achievement & relationships etc	Challenging / disruptive behaviour putting others or self in danger
	Positive sense of self & abilities. An ability to express needs	Some insecurities around identity expressed, e.g. low self esteem for learning	Subject to discrimination e.g. racial, sexual or due to disabilities. Demonstrates significantly low self esteem	Experiences persistent discrimination e.g. based on ethnicity, sexual orientation or disability. Alienates self from others
	No young caring responsibilities within family network	Some appropriate responsibility for providing care	Caring responsibilities impacting on daily life, achievement & relationships etc	High level of caring task impacting on life chances and emotional well-being
	Good relationship with siblings	Has some difficulties sustaining relationships	Some level of risk to or from siblings.	Family breakdown related to child's behavioural difficulties
	Positive relationships with peers	Has some difficulties sustaining relationships with peers	Isolated from peers. Peers also involved in challenging behaviour. Missing school or leisure activities	Isolation affecting development, or increasing risk of exploitation. No access to appropriate peer group
Social presentation	Family support child in development of self-identity	Family struggling to accept child's self-identity	Family very negative about child's developing self-identity	Family's negative response to child's self-identity impacting significantly on child's well-being
	Appropriate dress for different settings	Frequently inappropriately dressed for setting	Presentation leads to isolation from peer groups and is impacting on development	Presentation is significantly impacting on development or leading to severe isolation
Self Care Skills	Good level of personal hygiene	Level of hygiene causing concern	Poor hygiene manifesting in physical difficulties (e.g. sores)	Experiencing significant issues or clear impairments. No engagement with services to address concerns
	Growing level of competencies in practical & emotional skills such as feeding, dressing and independent living skills	Appears to be lacking appropriate self-care	Carer expectations or living circumstances not age or developmentally appropriate. Inappropriate young caring responsibilities	Child or young person neglects to use self-care skills due to alternative priorities or parental factors such mental health or substance misuse



# Child Protection Policy 2023

## BEDE'S SUMMER SCHOOL

BEDE'S

Continuum of Need: Level Indicators				
Parenting Capacity				
	Level 1 - Achieving Expected Outcomes	Level 2 - Children with additional needs	Level 3 - Children with Multiple and complex needs	Level 4 - children with acute needs, including protection
Basic Care	Provide for children's physical needs; food, drink, appropriate clothing, medical & dental care	Inconsistent meeting of child's needs by parent	Parent failing to engage & sustain engagement with services that could assist in meeting child's needs. Parent consistently not meeting basic care needs. Parent resistant to change	Parents unable to provide "good enough" parenting that is adequate and safe
	Parenting history supporting positive parenting	Parental history beginning to impact on care of own children	Parental history impacting on ability to care for child	Parental history impacting significantly on ability to care for child
	Parents meeting own health needs	Parents failing to attend to own health needs	Parents' failure to attend to health needs impacting on child or unborn child	Unmet health needs of parents seriously impacting on child or unborn child
	No parenting issues identified	Parent requires advice on parenting issues	Parent is struggling to provide adequate care. No improvement despite provision of adequate early help services	Parents unable to care for previous children. Parenting significantly impacting on child's well-being
Ensuring Safety	Able to protect from danger or significant harm in the home & elsewhere	Some exposure to dangerous situations in home/community. Parental stresses starting to affect ability to ensure child's safety.	Perceived to be a problem by parent.. Family coming to the attention of agencies due to risk. Parents not acknowledging risk or responding to advice and support	Instability & risk in the home continually. Parental lifestyle exposing child to significant risk. Lack of response to early help intervention leading to increased risk
Emotional Warmth	Shows warm regard, praise and encouragement	Inconsistent responses to child by parents. Emerging attachment difficulties	Erratic/inconsistent care leading to negative impact on child. Parental instability affects capacity to nurture	Parents inconsistent, highly critical or apathetic towards child or pregnancy
	Able to develop positive relationships	Parent appears to be isolated in the community	Inability to retain positive relationships	Parental isolation impacting significantly on child's emotional development
Stimulation	Facilitates cognitive development through interaction and play	Limited development and failure to access universal services	Not receiving positive stimulation - lack of new experiences and activities. Engagement with support unsustainable. Not attending pre-school setting	Child development adversely affected by lack of stimulation and support
Guidance & Boundaries	Appropriate guidance and boundaries consistently in place	Appropriate guidance and boundaries lacking or inconsistent	Absence of appropriate guidance or boundaries putting child at risk. Child experiencing difficulties or putting themselves at risk in other settings	No effective boundaries or guidance set by parents placing child at significant risk. Beyond parental control
Stability	Consistent parenting leading to secure attachment	Parents not prioritising child's needs due to parental stresses	Frequent change of care-giver leading to instability. Lack of focus on child	Parent not prioritising child's needs above their own, significantly impacting on child
Family and Environmental Factors				
	Level 1 - Achieving Expected Outcomes	Level 2 - Children with additional needs	Level 3 - Children with Multiple and complex needs	Level 4 - children with acute needs, including protection
Family History	Good relationship with family, including where parents are separated	Child not able to access full range of family relationships. Acrimonious divorce/separation	Dysfunctional relationships between family members	Significant parental discord e.g. persistent domestic violence, or serious physical or mental health difficulties
Wider Family	Sense of larger family network. Good relationships outside the family	Family has poor relationship with extended family/little communication	No effective support from extended family	Destructive/unhelpful involvement from extended family
Housing	Accommodation has basic amenities and appropriate facilities	Poor state of repair, temporary or overcrowded	Physical accommodation impacting on child health and parents taking no action. Family at risk of becoming homeless (intentionally or other)	Physical accommodation places child in danger and experiencing significant neglect. Family at immediate risk of homelessness
Employment	Parents are able to manage the working or unemployment arrangements & do not perceive them as unduly stressful	Parents stressed due to overworking or unemployment	Chronic unemployment that has severely affected child & parent's aspirations and engagement with education & employment.	
Income	Reasonable income over time, with resources used appropriately to meet individual needs	Poor allocation of funds & resources that impact on child. Poor debt management. Lack of take-up of benefits and available resources	Serious debts/poverty impact on ability to have basic needs met	Extreme poverty/debt impacting on ability to care for child. Family requires emergency financial assistance. No access to public funds
Social Integration	Family feels integrated into the community	Some tension exists preventing the family feeling fully integrated into the community.	Family socially excluded and / or vulnerable in the community, e.g. are experiencing frequent or persistent anti-social behaviour or hate crime	Family experiencing frequent or persistent anti-social behaviour / hate crime / racist incidents which is having a significant impact on family well-being
	Good social network exists	Lack of support network	No supportive network	
Community Resources	Good use of available universal services in the neighbourhood	Poor use of available universal services in the neighbourhood	Lack of access to universal services impacting on family	

# Child Protection Policy 2023

## Appendix 6

### Bede's School Disclosure Form

This form should be used when a student discloses to any member of staff or volunteer that they or another student is suffering or is at risk of abuse.

#### Dos and Don'ts

##### Do:

- allow the pace of the conversation to be dictated by the student
- ask neutral questions which encourage the student to talk such as "can you tell me what happened?"
- accept what the student says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- reassure the student that they have done the right thing
- explain whom you will have to tell (the DSL) and why

##### Don't:

- burden the student with guilt by asking questions such as "why didn't you tell me before?"
- interrogate or pressure the student to provide information
- ask any questions that start with the words, how, what, when, where and why
- undress the child or examine clothed parts of the child's body
- criticise the perpetrator
- promise confidentiality or make promises that you cannot keep such as "it will be alright now"

#### 1. You

Your name.....Date.....

#### 2. The Student

Name of Student .....DOB.....

Parent/carer.....

#### 3. The Alleged Perpetrator

If the student has named or described the alleged perpetrator, note the details here:

.....  
.....  
.....

#### 4. The Disclosure

Record of conversation (use continuation sheet if necessary):

# Child Protection Policy

## 2023

- Record what was said by the student and by you
- Use the exact words and phrases used by the student
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the student

Did the student name witnesses? If so, note them here:

Was anyone else present during the disclosure? If so, note them here:

## 5. Consent to Share

Was the student able to provide informed consent (please circle)?    Yes                      No

If so, how did you seek consent?

- Specifically, what did you explain, what questions did you ask and what were the responses?

Did the student provide consent to share (please circle)?                      Yes                      No

If yes, what did the student say?

# Child Protection Policy 2023



- Note the exact words used by the student

.....

.....

.....

If no, did you explain that you would have to share this information with the DSL and who else might receive this information and why (please circle)?                      Yes                      No

If yes, what did the student say?

- Note the exact words used by the student

.....

.....

.....

## 6. Additional Information

Any other comments

.....

.....

.....

.....

Signed.....Time and date.....

This form and any notes taken must be passed to the relevant DSL, or in their absence to assistant DSL as soon as possible and in any event no later than the end of the timetabled day. If the allegation or complaint is made against a member or staff or the DSL, this information should be passed directly to the Director. If the allegation or complaint is made against the Director, this information should be passed directly to the Chair of Governors.