



BOURNEMOUTH SCHOOL FOR GIRLS

Safeguarding and Child Protection Policy

Updated September 2020

Please note all staff are required to read this policy AND part one of the Department for Education statutory guidance, *Keeping Children Safe in Education*, updated for September 2020. This policy reflects that update.

This policy replaces the 2019 policy and the 2020 COVID-19 policy updates that were distributed to staff. However, Staff continuing to make use of virtual lessons should have regard to the advice given about using on line platforms.

The Named Designated Safeguarding Lead (DSL) is:
Deputy Designated Safeguarding Lead (DSL) is:
The Lead Safeguarding and Child Protection Governor is:

Ms A Collins
Mrs M Braye
Mrs J Bowley

Introduction and Policy Statement

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. This includes anyone under the age of 18.

The purpose of this policy is to:

- afford protection for our pupils
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes the school a safe place to learn.

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that there is always someone to listen to and act upon a pupil's concerns and take any appropriate action.

Governors, all staff and volunteers in this school understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote children's welfare.

The Governors will also ensure that the school carries out its statutory duties to report suspected child abuse to the relevant Local Authority Multi Assessment Safeguarding Hub (MASH) and to assist that MASH team acting on behalf of children. The School recognises the contribution it can make to protect and support pupils in its care.

This Safeguarding and Child Protection Policy applies to all governors, employees (including supply staff), volunteers and people using the school. All employees and volunteers will receive child protection training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse.

All Staff must acknowledge that:

- the child's welfare is of paramount importance and all children have the right to be protected from abuse. Whatever action taken **MUST** be in the best interests of the child.
- children who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse
- it is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.

Aims of this Policy

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse.
- To contribute to the Every Child Matters outcomes: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic well-being
- To guide staff in supporting pupils' development in ways that will foster security, confidence and independence.
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff.
- To encourage staff to embed safeguarding themes within their curriculum as appropriate allowing for continuity and progress through all key stages.
- To promote effective liaison with other agencies in order to work together for the protection of all pupils.
- To take account of the school's well-being strategy and policies in related areas such as Equality, SEND, behaviour, anti-bullying and e-safety.

There are three main elements to the Bournemouth School for Girls' Safeguarding and Child Protection policy:-

1. **PREVENTION**
Creating a positive and safe school environment, following safer recruitment procedures, careful and vigilant teaching, accessible pastoral care, support for pupils, being good adult role models. For staff to understand that both mental and physical health are relevant to the safeguarding of children.
2. **PROTECTION**
Agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to child protection concerns.
3. **SUPPORT**
To pupils and staff who may have been abused.

Part One: Safeguarding Information for all Staff

What all staff should know and do

The government has issued a document: Teaching on-line safety in schools (July 2019). This contains some very good guidance on what should be taught to pupils and all staff using the internet as part of their lessons should be aware of the contents.

E-Safety

Taken from the school e-safety policy document: please refer to the full policy in the staff handbook. This extract is relevant to safeguarding children.

Pupils sign an acceptable use policy and staff work within the policy guidelines. The school network is protected by a high level of filtering.

E-safety should be a focus in all areas of the curriculum and staff should reinforce e-safety messages in the use of ICT across the curriculum.

- Staff should act as good role models in their use of ICT, the internet and mobile devices and online platforms such as Teams, Skype or Zoom.
- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use.
- Where pupils are allowed to freely search the internet, e.g. using search engines, staff should be vigilant.
- Pupils should be taught in all lessons to be critically aware of the materials and content they access on-line and be guided to validate the accuracy of information.

E-Safety education will be provided in ICT and computing lessons and as part of the PSHE/SRE programme.

Use of digital and video images

Staff and pupils need to be aware of the risks associated with sharing images and with posting digital images on the internet. Those images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term.

When using digital images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.

- Staff are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment; the personal equipment of staff should not be used for such purposes.
- Pupils full names will not be used anywhere on a website or blog, particularly in association with photographs.
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school website and work can only be published externally with the permission of the pupils and parents or carers.
- If you record an online lesson, this must be made clear at the START of the lesson.

Pupil Staff Communication protocol

In the light of the explosion in communication technologies and as a result the ease of access to data of many forms and types it is important that staff are not put in a position whereby they, the school or

pupils can be comprised in any way. As a result it is important that communication between pupils and adults, by whatever method should take place within clear and explicit professional boundaries. Adults should be circumspect in their communications with children so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.

This means adults should:

- Carefully review all Internet and social media sites where you have recorded any personal information that could be accessed by students, parents or employers. Do not post information/photographs about yourself publicly that could be potentially damaging to your career or could bring the school into disrepute or breach the integrity of the ethos of the school if seen by employers, pupils, parents or colleagues. Ensure that privacy levels on social networking sites are set to private to protect yourself as fully as possible i.e. do not accept 'friends of friends'. Do not add current pupils to contact lists. Relationships with ex-pupils can cause a problem with the potential suggestion that contact was made before the student left.
- Not give their personal contact details to children or young people, including their mobile telephone number (even on school visits) and details of any blogs or personal websites.
- Only use equipment e.g. mobile phones, provided by the organisation to communicate with children.
- Only make contact with children for professional reasons and in accordance with any organisation policy. It is important that any ZOOM meetings or such like are conducted with two adults if there is one child.
- Recognise that text messaging is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.
- Not use internet or web-based communication channels, other than the school's Virtual learning Environment and email server to send messages to students/pupils.
- Ensure that if a social networking site is used, details are not shared with students/pupils and privacy settings are set at maximum.
- Ensure that they do NOT give their personal contact details to children and young people including personal e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers.
- **E-mail or text communications between an adult and a child or young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.**

Staff are encouraged to use the school's VLE, *ItsLearning* as a resource to support students' learning and to communicate directly with students if required. With the exception of Twitter accounts (see below), staff should not use other software (such as Facebook, Edmodo, Instagram) to communicate with students.

Use of Twitter as a tool for school communication

All the posts made by a user are displayed on their 'Twitter feed' which is a webpage that can be accessed, if it is made public, by anyone, regardless of whether they have a Twitter account or not. Users can decide to have their Twitter feed private, in which case only people who have their own Twitter accounts, and have been 'allowed' to see your feed, can access it.

Should you wish to set up a school twitter account you must discuss this with the Headteacher first.

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Facts you should be aware of:

- Unless you make your updates private, your 'tweets' can be seen by **anyone** online.
- Children under 13 (Years 7 -9) should not be using Twitter. For school use, this is a tool for teachers to use to communicate with parents and GCSE and A Level students.
- You should give your Twitter account an official BSG name to keep it formal. Account names should be approved by the Headteacher.
- You should not follow students from your official school account. People may follow you, but do not follow them back.
- Other users of Twitter around the world may post inappropriate content, use inappropriate language etc. This will not be displayed as anything to do with you, but users may come across this when using the service, just as with most public web-based communication tools. These must be deleted and the user responsible blocked.
- Tweets should generally be of a factual nature e.g. links to websites, revision tips, deadline reminders etc.

Advice about personal Facebook pages and conduct on other social media

Colleagues are strongly advised to follow the advice given by their unions with regard to their use of personal Facebook pages e.g. the ASCL Social Networking and Social Media Guidance is freely available on the internet.

Unsuitable / inappropriate activities

Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and is obviously banned from school and all other ICT systems. Other activities e.g. Cyber-bullying are banned and could lead to criminal prosecution. The school believes that the activities referred to in the following section would be inappropriate in a school context and those users, as defined below, should not engage in these activities in school or outside school when using school equipment or systems.

Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:

- Child sexual abuse images.
- Promotion or conduct of illegal acts, e.g. under the child protection, obscenity, computer misuse and fraud legislation.
- Adult material that potentially breaches the Obscene Publications Act in the UK.
- Racist material.
- Pornography.
- Promotion of any kind of discrimination.
- Promotion of racial or religious hatred or other extremist views.
- Threatening behaviour, including promotion of physical violence or mental harm.
- Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the school or brings the school into disrepute, including posting derogatory comments about the school.

Recognition of Child Abuse: Specific Safeguarding issues

Peer Abuse, Cyber Bullying, Sexting and Radicalisation

All staff should be aware of safeguarding issues that can manifest themselves via peer on peer abuse. Children can abuse other children.

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”

Peer on peer abuse is likely to include, but is not limited to:

- Bullying including cyber bullying
- Physical abuse
- Sexual violence
- Sexual harassment
- Upskirting
- Sexting
- Initiation/hazing violence and rituals

Always discuss instances of cyber bullying with your Head of House. Please see additional guidance in the school Anti-bullying Policy

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, as people forward on content at a click. Cyber-bullying includes things such as sending nasty text messages or emails, or setting up a hate group on a social networking site.

The internet is an amazing resource and can be used in a number of positive ways. However, content posted online can be easily misunderstood by others and taken out of context. It is important for young people to recognise the importance of 'thinking before you post' and the need to respect their friends' and peers' thoughts and feelings online.

Please note the following 3 pieces of advice for all pupils who are being bullied:

1. **Don't reply:** most of the time the bully is looking for a reaction when they're teasing or calling someone nasty names. Remind young people not to reply, if they do they're giving the bully exactly what they want.
2. **Save the evidence:** encourage young people to save the evidence of any emails or text messages they receive. This is so they have something to show when they do report the cyberbullying.
3. **Tell someone:** encourage young people to tell a trusted adult if they are being cyberbullied, and to tell them as soon as they can. Cases may be a criminal offence and reported to the police.

Sexting, Indecent Images and Youth Produced Sexual Imagery

There is no clear definition of ‘sexting’ and ‘indecent images’ but creating and sharing sexual photos and videos of under-18s is illegal. It also presents a range of risks which need careful management. The term ‘youth produced sexual imagery’ ensures greater clarity about the issues because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.

- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos

Incidents may be:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

Please note that the sharing of sexual imagery of people under 18 by adults constitutes child sexual abuse and schools must always inform the police.

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
- ‘Indecent’ is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety.

For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

We should not, however, unnecessarily criminalise children. Schools may respond to incidents without involving the police. However all staff responding to incidents should share information with the Head of House and the DSL.

Please note where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting Rules and National Crime Recording Standards, to record the incident on their crime systems. This is not a criminal record but may appear in a DBS check.

To mitigate this risk, the NPCC have worked with the Home Office and the Disclosure and Barring Service and provided policing with a new way of recording the outcome of an investigation into youth produced sexual imagery. This is called Outcome 21 and it helps formalise the discretion available to the police when handling crimes such as youth produced sexual imagery. This is a police decision to take. Outcome 21 states: *Further investigation, resulting from the crime report, which could provide evidence sufficient to support formal action being taken against the suspect is not in the public interest.*

When an incident involving youth produced sexual imagery comes to light:

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

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

When assessing the risks the following should be considered:

- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

The DSL should always use their professional judgement in conjunction with their colleagues to assess incidents.

There is new legislation on the practice of up skirting- taking a picture under a person's clothing without their consent for the purpose of sexual gratification or to cause humiliation, harm and distress. This is now a criminal offense and therefore must be reported to the police.

Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

Prevent is a Government strategy designed to stop people becoming terrorists or supporting terrorist or extremist causes. The prevent strategy covers all types of terrorism and extremism, including political and religious extremism. Since July 2015, all schools have a legal duty to safeguard children from radicalisation and extremism.

At BSG, we take this duty seriously and seek to prevent young people in our care from being drawn into all forms of extremism. The school actively promotes diversity and shared values between the school community and the wider global community.

Many of the things that we already do within the academic and pastoral curriculum to help pupils become positive, happy members of society, also contribute to the prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity; the school seeks to promote tolerance
- Challenging prejudices and racist comments; we have an anti- bullying policy that seeks to ensure that all pupils feel safe in school.
- Encouraging independent and active learning
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils.

Our curriculum provides opportunities for pupils to discuss, in a safe way, issues of concern and British Values such as: democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Our safeguarding procedures are thorough. Our school ICT network is carefully monitored. The South West Grid for Learning protects our pupils by filtering all unsafe content and pupils will not be able to access extremist content on the school network. We practice due diligence in our visitors policy and use an open source check on all external lettings. We will continue to review our policies and practice.

Governors and school staff have all completed an online course in preventing radicalisation and Teaching and Support staff attended in-service training about their responsibility under the Prevent agenda to ensure that the school continues to be a safe place for all our pupils to learn.

Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child abuse and can affect any child under the age of 18. It is very important to use the word child in considering any aspect of sexual exploitation. CSE involves exploitative situations, taking advantage of an imbalance in power, to coerce, manipulate or deceive a child into sexual activity in exchange for something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection).

The imbalance of power can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources

CSE can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Please note that CSE does not always involve physical contact and may or may not include penetrative sexual acts.

The local authority have a risk assessment for use to determine the level of risk for young people. If you have any concerns please discuss with the Designated Safeguarding Lead.

Child Criminal Exploitation

This term refers to a specific form of child abuse where children are used by criminals, usually working as drug networks or gangs, to exploit children to carry drugs and money from urban areas often in other counties/ cities to local buyers. This is also referred to as County Lines. Please look out for signs of criminal exploitation, similar to those of sexual exploitation: absence from school, change in friendships, fall in academic performance, signs of assault, unexplained gifts. Concerns should always be discussed with the DSL.

Female Genital Mutilation and Honour Based Violence

Female Genital Mutilation (FGM) involves partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK. We need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Section 5B of the Female Genital Mutilation act 2003 places a statutory duty upon teachers to report where they discover that an act of FGM has taken place or where is 'appears' to have been carried out.

Any cases of FGM must be reported immediately and must also go through the DSL and Children's Social Care will be involved as appropriate.

Honour Based Violence

Please be alert to abuse committed in the name of defending the family honour. This can include FGM and forced marriage. It may include a wide range of the family and multiple perpetrators. All forms of HBV are child abuse.

Mental Health

Mental health is explicitly included in the definition of safeguarding, which now includes "preventing impairment of children's mental and physical health or development"

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
- There's DfE guidance available on preventing and tackling bullying and mental health and behaviour, as well as Public Health England guidance on promoting children's emotional health and wellbeing and lesson plans and teaching materials from Rise Above.

Further Definitions of Abuse and Neglect

Abuse and neglect are forms 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 a stranger, for example, via the internet. They may be abused by an adult or adults, or another child or children. There are four defined types of abuse:

- **Physical abuse** 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.
- **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 assault by penetration (e.g. rape or oral sex), or non-penetrative acts (e.g. kissing, rubbing and touching outside clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or 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.
- **Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving a 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 cyber bullying), 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, though it may occur alone.
- **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)
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse (Violence). Whilst this is not a stand alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those who are or have been intimate partners and adults aged 18 or over, who are or have been family members regardless of gender or sexuality. All reported incidents of domestic violence will be reported to the school as a public protection notice (PPN). The report will state that an incident occurred and the time it occurred. This is sent directly to the DSL who will discuss with the MASH team if further action is appropriate and will inform the Head of House.

Indicators of Abuse

Physical Abuse

Physical indicators; repeated injuries, pattern of unexplained injuries or bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).

Behavioural indicators; delay in seeking medical help, account of injury is vague and varies with each separate telling, reluctance to get changed, wearing clothing that covers arms/legs, even in hot weather, changes in behaviour, withdrawn behaviour, flinching when approached or touched, fear of going home, fear of parents being contacted, running away, parent's behaviour is hostile or more concerned with own needs rather than those of the child, child looks sad, withdrawn or fearful in presence of parent/adult.

Sexual Abuse

Physical indicators; infections to genitalia, anus or mouth, bruising or injuries to breasts or genital area, discomfort when walking or sitting down, regular stomach pains with no medical reason or reasonable explanation, pregnancy, eating disorders, self harm.

Behavioural indicators; inappropriate sexual knowledge which is beyond their age or developmental level (perhaps conveyed through drawings or writing), re-enactment of explicit sexual activities through play, wetting or soiling, nightmares, emotional disturbance – may be continually or unusually anxious, fretful, tearful, unexplained large sums of money or gifts, not allowed to have friends.

Emotional Abuse

Physical indicators include a failure to grow or thrive, sudden onset of speech disorders, developmental delay.

Behavioural indicators; indiscriminate friendliness, seeking physical contact from strangers, indifference to parents, passive acceptance of change of carer, a fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self harm, overactive, aggressive, impulsive, anxious, clingy, whiny, lack of self esteem and poor coping skills.

Neglect

Physical indicators include being unkempt, dirty, poor hygiene, inappropriate clothing, persistent minor infections (skin sores and untreated head lice), weight loss/underweight, constant hunger, chronic tiredness.

Behavioural indicators; frequent lateness, non attendance, truancy, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical.

Children who present sexually problematic behaviour to others, violent behaviour or signs of drug and alcohol use.

Concerns about inappropriate sexual behaviour, or the other behaviours listed above, should be treated as a safeguarding concern and therefore should be reported to the DSL immediately and a referral made to the MASH Team who will advise on the appropriate action to take.

Children who self-harm should be discussed with the form tutor and Head of House. The school will always seek to involve the parents unless there is a good reason not to.

For all categories schools must use the School Risk Management Process. The risk to other pupils must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school.

Taking Appropriate Action

This section of the policy is designed so that all staff know what to do if a pupil makes a disclosure of abuse to them.

Confidentiality

Child Protection raises issues of confidentiality which should be clearly understood by all staff. The Governors expect all staff to follow the guidance on confidentiality in accordance with the data protection policy and Local Authority guidance on information sharing. Only those that need to be involved will be given information about any further action or the disclosure itself.

Responding to Disclosures

If a child wishes to confide in you the following guidelines should be adhered to.

Be honest

- Do not make promises that you cannot keep. Never guarantee confidentiality to a pupil as this may not be in the child's best interests.
- Explain that you are likely to have to tell other people in order to stop what is happening (when asked or after disclosure).

Create a safe environment

- Reassure the child and stress that she is not to blame.
- Listen carefully to the child and tell them that you believe them and are taking what is being said seriously.
- Try not to appear shocked or upset.

Be clear about what the child says and what you say

- Do not interview the child and keep questions to a minimum.
- Clarify the facts with open questions (e.g. Tell me... Explain to me... Describe to me....) but do not try to investigate.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- Don't make judgements about whether the child is telling the truth.

Record exactly what the child has said to you and include:

- Child's name, date and time of any incident.
- What the child said and what you said.
- Your observations e.g. child's behaviour and emotional state.
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions.
- Sign and date the record and provide a copy for the DSL records.

Please be aware that what you write here may be used by the police in any future investigation

Maintain confidentiality

- Confidentiality must be maintained and information relating to individual pupils and families to be shared with others on a strictly 'need to know' basis.

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead (DSL) so that any appropriate action can be taken to protect the pupil if necessary.
- The DSL decides who is going to report these concerns to the Social Care Assessment Team before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting, undertake a social care or joint investigation.

Sharing concerns with parents

We have a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation (consult your DSL first if in doubt).

Sharing concerns with professionals

In situations where it is inappropriate to discuss concerns with parents you should immediately discuss your concerns with the Designated Safeguarding Lead who will refer to the MASH Team. The DSL will:

- Inform the duty officer in the MASH Team or the police and explain the nature of the child protection concern.
- Give accurate details of the child and what you have been observed and/or what the child has said, as well as the action that has been taken
- the MASH Team will advise what to do next, how and when to involve parents and will take responsibility for ensuring appropriate investigations are carried out
- Record carefully what they have heard, seen and action taken. Follow up the referral using the agreed referral forms.
- Referral to DBS if appropriate (regulated activity)

Any member of staff has a duty to report concerns.

Part Two: The Management of Safeguarding

Roles and Responsibilities

The school will:

- appoint a lead governor responsible for Child Protection and Safeguarding practice within the school
- appoint a Designated Safeguarding Lead who is a member of the Senior Leadership Team (Anna Collins). A Deputy will also be appointed. (Mel Braye)
- require teachers, staff and volunteers to implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- ensure that the relevant staff have undertaken safer recruitment training
- ensure that teachers, staff, governors, and volunteers have completed DBS checks as per safer recruitment guidance and that contacts within extended services are safer recruitment and safeguarding compliant and that they are eligible to teach if that is the role in school
- ensure it maintains a Single Central Record (SCR) according to DFE guidelines showing in relation to each teacher, member of staff, and volunteer working in the school, whether various checks, including eligibility to teach (if applicable), have been carried out and the date on which each check was completed or the relevant certificate obtained
- ensure any external organisations using or on school premises are committed to Safeguarding and Child Protection Procedures and ensure they follow guidelines and comply with the safeguarding requirements
- ensure management of allegation procedures are implemented by the appropriate staff
- have and use an Anti Bullying Policy responding to any complaint of bullying within the school
- have an e-safety policy in line with LSCB requirements
- have a whistle blowing policy where it is safe to discuss concerns
- treat all pupils with respect regardless of age, sex, ethnicity, disability or sexual orientation
- be aware of the needs of vulnerable groups.

The Designated Safeguarding Lead and Deputy will:

- complete the Level 3 safeguarding training and attend update training every two years

Manage all referrals:

- Refer all cases of suspected abuse to the local authority children's social care; the local authority designated officer (LADO, in all cases which concern a staff member); the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or the Police (cases where a crime may have been committed).
- act as a point of reference for child protection concerns
- take responsibility for collating and securely storing records of incidents and concerns
- attend Child Protection Case Conferences and Core Groups on pupils in the school and provide written reports. Where this is not possible, another member of staff must act on their behalf and be fully briefed prior to attending
- attend strategy meetings on children from the school
- attend the designated staff safeguarding forum as appropriate
- ensure that chronologies are maintained on the files of all LAC, CIN, CP pupils and those of young people with mental health issues where harm (actual or potential) to themselves or others is a factor and all other pupils as agreed/advised
- provide the School's Safeguarding and Child Protection policy to any parent upon request and publish it on the website
- maintain the Keeping Safe section of the school website
- ensure work experience related placements follow the agreed safeguarding guidelines
- collate information for participation in the Multi Agency Risk Assessment Conference (MARAC) process and complete the MARAC form as requested.

Train Staff

- **circulate the Safeguarding and Child Protection Policy to all adults and volunteers working within the school and to the extended services of the school**
- ensure that all new staff including supply teachers receive safeguarding induction
- ensure whole school safeguarding training every 3 years
- ensure there is an annual update for staff and regular bulletins
- support teachers, volunteers and governing body members on matters of child protection

Raise awareness

- ensure that pupils, staff and parents/carers are aware who the DSL is and how she can be contacted
- ensure that the School's Policy and procedures are reviewed annually by the governor's and provide an Annual Safeguarding Report to school Governors
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- where children leave school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
- ensure that safeguarding remains an agenda item in the Staff and Students Governor committee meeting

CODE OF CONDUCT

The Teachers Standards 2012 state that teachers should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties.

The role of the Teacher is:

- to identify and meet the needs of all pupils
- to improve achievement through a progressive programme of safe, guided practice and measured performance
- to ensure that children feel secure and are encouraged to talk and share concerns and that they are listened to.

Teachers have a responsibility to:

- establish and maintain a safe area in which to educate and ensure the safety of pupils/minimise risk (within the limits of their control)
- ensure the activities that they offer are appropriate for the age, maturity, experience and ability of the individual
- promote fair play, observation of rules, and the positive aspects of sport
- encourage and guide participants to take responsibility for their own behaviour and performance
- protect children from harm and abuse
- treat all young people equally, and with respect and dignity
- are aware of and follow the government guidelines of 'What to do if you're worried a child is being abused'
- adhere to DFE guidelines on teacher behaviour and code of conduct.

To ensure good practice and to safeguard individuals, Teachers should:

- adhere to safer working practice guidelines and pupil e-mailing and texting policies
- avoid spending time alone with individual children (keep doors open if this is unavoidable)
- avoid taking children alone on car journeys
- explain actions clearly when physical guidance is necessary to teach new skills

- provide a good role model by displaying high personal standards
- dress appropriately (wear clothing that promotes a positive and professional image – it is inappropriate to wear revealing or provocative clothing)
- follow restraint guidelines
- follow the intimate care guidelines when undertaking personal care of a pupil.

Teachers should not:

- participate in, or allow sexually provocative activities
- make sexual or other inappropriate remarks to or about a pupil; teachers should never discuss their own sexual relationships with or in the presence of pupils or discuss a pupil's sexual relationships
- allow or engage in inappropriate touching
- breach professional boundaries e.g. personal contact outside school (including via personal email, text message, use of social networking sites or by telephone)
- allow use of inappropriate language or bullying behaviour by pupils or adults
- tolerate or minimise any bullying behaviour
- ignore allegations made by a child
- do things of a personal nature that a girl can do for herself.

Safety

- The school must ensure that the site is a clean and safe environment for children.
- All staff and Governors must have an up-to-date copy of the Safeguarding and Child Protection policy, sign to say that they have read it, and know who the Designated Safeguarding Lead (DSL) and deputy are.
- The school must ensure that it has an accurate and up-to-date database detailing contact numbers and medical information. These databases are confidential and stored safely.
- The school must ensure that all accidents are recorded in the accident book.
- The school must ensure that a responsible adult is on site when children arrive and ensure the full safety of children whilst on site.

Curriculum

The Governors believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- developing pupil self-esteem
- developing communication skills
- informing about all aspects of risk
- developing strategies for self-protection
- developing a sense of the boundaries between appropriate and inappropriate behaviour in adults, children and young people
- developing non-abusive behaviour between pupils and in relationships
- how to respond to and report bullying behaviour
- use Social and Emotional Aspects of Learning to promote well being.

Children with Special Educational Needs or Disabilities

Children with Special Educational Needs or Disabilities may be especially vulnerable to abuse and staff are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported, as for other pupils.

After School Activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for Safeguarding and Child Protection apply. Where services or activities are provided by another body, using the school as a venue, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place to safeguard children and there are arrangements to liaise with the school on these matters as appropriate.

Offsite Visits

Off site visits will be the subject of a risk assessment. Child protection concerns or allegations will be responded to following the LSCB procedures as above.

Whistle Blowing and allegations against staff

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. All staff and volunteers should be aware of their duty to report any behaviour by colleagues that raises concern regardless of source. Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate LADO. Any concern or allegation against a Headteacher will be reported to the Chair of Governors.

The Managing Allegations Schools Guidance and LSCB procedures will be followed for both the investigation and support for the member(s) of staff. Please see additional policy.

Guidance on handling allegations against supply staff

- In some cases you may have to consider an allegation against someone not directly employed by you, where your usual disciplinary procedures don't fully apply, like supply staff provided by an agency
- You should make sure allegations are dealt with properly, and you shouldn't decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with your LADO to determine a suitable outcome
- Governing boards should discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation
- Agencies should be fully involved and co-operate in any enquiries, but your school will usually take the lead as the agency won't be able to collect the necessary information
- The allegations management meeting should address issues such as information sharing, to ensure previous concerns or allegations known to the agency are taken into account
- When using an agency, you should inform them of your process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies

Records and monitoring

Pupils who are the subject of a child protection conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan.

The school will:

- notify social care if there is an unexplained absence of more than two days of a pupil who is subject to a Child Protection Plan
- keep written records of concerns about children, even where there is no need to refer the matter immediately

- ensure records are kept securely; separate from the main pupil file, and in a locked location
- ensure that when a pupil subject to a Child Protection Plan leaves, their information is transferred to the new school immediately (either by hand or by recorded delivery) and for the school to retain records which should be kept securely in line with GDPR regulations.

Support

Pupils

The School recognises that pupils who are the subject of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and are likely to underachieve. Staff must be careful to ensure appropriate support mechanisms are in place. The school will endeavour to support the pupil through:

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- liaison with other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.

Staff

Staff who are the subject of a complaint or allegation of abuse will be offered support from the school, Local Authority, staff welfare officer or can access counselling via their GP, Union or Professional Association. The school will ensure that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child and, at the same time, supports the person who is the subject of the allegation.

The Local Authority will offer support, guidance and training to support the school to enable them to meet their safeguarding responsibilities.

The policy will be monitored and reviewed by governors annually.

The designated governor for Safeguarding will meet with the DSL each term.

Policy Date: September 2020

Next Review Date: July 2021

OTHER RELEVANT DOCUMENTS.

This policy should be read in conjunction with:

Behaviour and Discipline

Anti-Bullying policy

Form Tutor Handbook

E Safety (the full policy)

Whistle Blowing policy

Health and Safety policy

Complaints

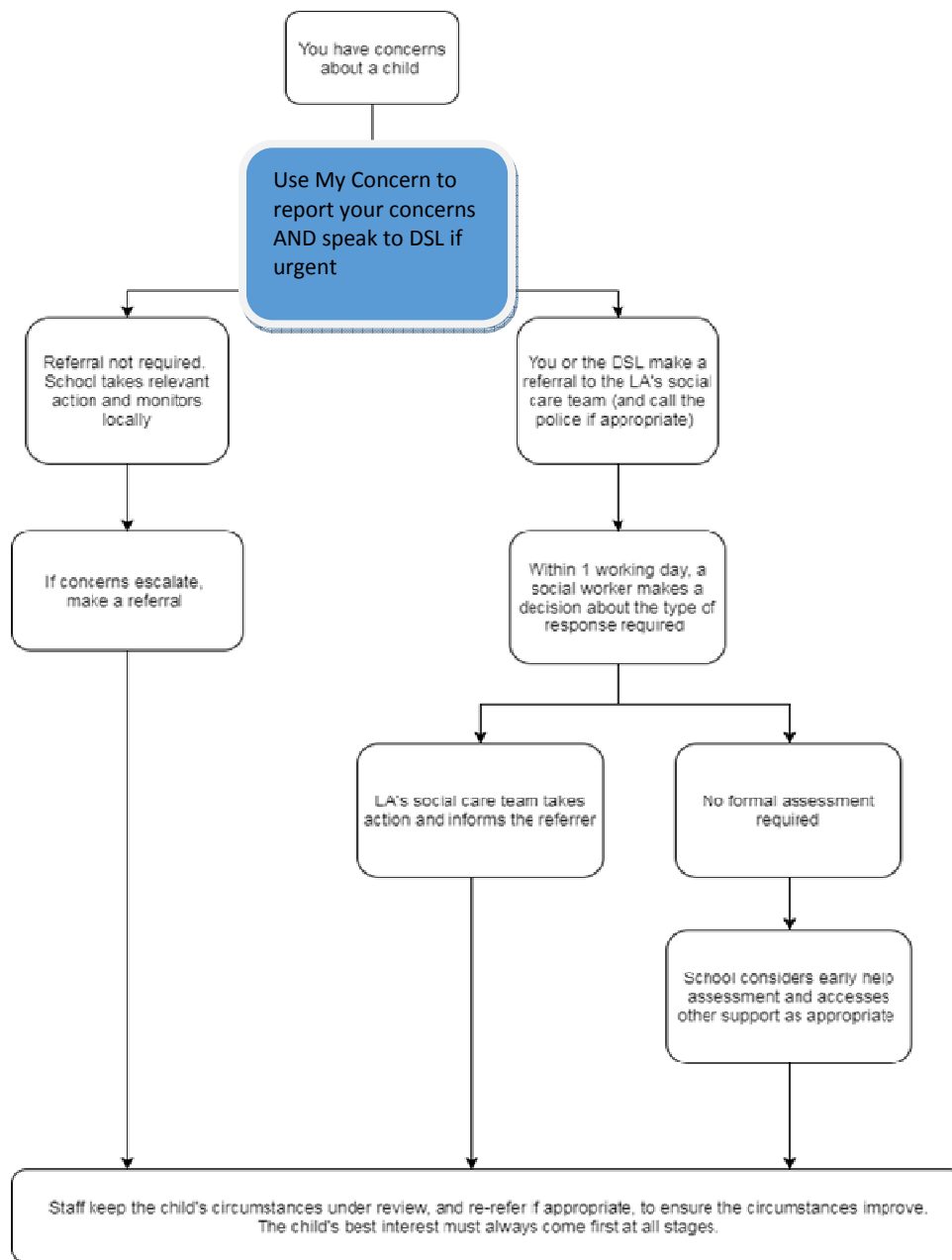
Attendance

Equality

Sex and relationship education

Designated teacher for looked-after and previously looked-after children (Anna Collins)

Privacy notices



SAFEGUARDING AND CHILD PROTECTION IN SCHOOLS

Appendix 2

ESSENTIAL CONTACTS LIST

Local Contacts		
Local Authority Designated Officer (LADO)	If you have concerns regarding an adult who works with a child then this should be reported to the Local Authority Designated Officer (LADO) within one working day. LADO@bcpcouncil.gov.uk In case of emergency outside of the above hours please contact the Out of Hours Team.	01202 456744 01202 738206
MASH team Please contact the team where the child lives.	BCP MASH- Children's First Response This is the new single point of contact for BCP Children's Social Care and Early Help Childrensfirstresponse@bcpcouncil.gov.uk Dorset MASH MASH@dorsetcouncil.gov.uk Hampshire csprofessional@hants.gov.uk	01202 735046 01202 228866 0300 555 1384/ 01329 225379
LSCB which can be contacted via the local authority, Business Manager Administrative Officer	www.bournemouth-poole-lscb.org.uk	LSCB Bournemouth Learning Centre, Ensbury Avenue, Bournemouth Dorset BH10 4HG Tel: 01202 458873
Designated Governor for Safeguarding and Child Protection	Mrs J Bowley	Contact via school: 01202 526289
Chair of Governors	Mrs J Stichbury	Contact via school: 01202 526289

Bournemouth School for Girls Website

<http://bsg.bournemouth.sch.uk/pages/Keeping-Safe/Parent-info.html>

Has links to various groups and organisations that can support our safeguarding agenda.

Appendix 3



Good Practice Guidelines

Use of Sharps, Knives and Blades

- All blades and sharps should be in staff areas and not easily accessible to students
- Stanley knives and scalpels should be numbered
- If the equipment is being used by a whole class, blades are counted out and in again, before the class leave the room
- If individual students wish to use blades, they are to sign for the blade and return it to a member of staff

Use of scissors/ pencil sharpeners/ chisels

All of the above can potentially be used to self-harm and all staff should be aware of this. These objects should not be left out in class rooms that are unlocked or that the girls are allowed to spend time in unsupervised. They may be in cupboards or drawers out of sight.