



## Beths Grammar School

### SAFEGUARDING AND CHILD PROTECTION POLICY

<i>Role</i>	<i>Designated Teacher for Child Protection</i>	<i>Deputy Designated Professional for Child Protection</i>
<i>Name</i>	<i>Mr Adam Jones</i>	<i>Mrs Tania Searby</i>
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***Named Safeguarding Governor is Cathy Palmer.***

***Contact details for Bexley Children’s Services Front Door Team: 0203 045 5440***

***Contact details for LADO: Edward Snelgar: 0203 045 3436***

***Reviewed, revised and agreed: Summer 2024***

***Date due for annual review by Headteacher: Summer 2025 with regular updates throughout the year as/when necessary***

*Linked Beths Grammar School policies include: Health and Safety; Whistleblowing; Behaviour; Anti-Bullying (including Online Safety); Equality; Prevent Policy; Staff Code of Conduct.*

*Linked external documents include: Keeping Children Safe in Education (2023); Working Together to Safeguard Children (2018); The Prevent Duty (2015); s175 of the 2002 Education Act; Safer Recruitment Legislation. (See Appendix C)*

## 1. Introduction

The purpose of this document is to assist all staff to protect and safeguard children who are at risk of abuse or neglect. This policy should be read in conjunction with the relevant sections of the London Child Protection Procedures 2019 and Working Together to Safeguard Children 2018, and also reflects the requirements of the DfE's "Keeping Children Safe in Education" Sep 2024 Statutory Guidance (see Appendix C).

In line with the DfE's "Keeping Children Safe in Education" Sep 2024 publication, we recognise that the definition of safeguarding has been expanded to bring it in line with "Working Together to Safeguard Children," where a new line has been added: 'Providing help and support to meet the needs of children as soon as problems emerge'. We also recognise that the guidance now clarifies that this is 'within or outside the home, including online'.

The safeguarding of children is everyone's business and schools have a responsibility under Section 175 of the Education Act 2002 (see Appendix C) and Section 11 of the Children's Act 2004 to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This includes:

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

The Children's Act 2004 (see Appendix C) defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child may be being abused, harmed or neglected. Categories of abuse are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

All staff at Beths Grammar School receive training on these forms of abuse, along with more specific issues such as Domestic Violence, Child Criminal Exploitation, Child Sexual Exploitation, Female Genital Mutilation, Sexual Violence and Sexual Harassment and the symptoms young people may exhibit.

We are aware that a child can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger, this includes someone in a position of trust such as a teacher or other professional. Abuse can also happen between children (peer on peer abuse).

It is important that all staff recognise the difference between safeguarding and child protection – we are all responsible for safeguarding children from harm, which may or may not lead to a child protection situation. If there are concerns about a child's welfare that do not present an immediate danger, the member of staff should liaise with the Safeguarding Team. They will then consider whether a referral to one of the school's Early Help partners will be made in order to prevent possible abuse happening in the future.

The London Borough of Bexley 'Front Door' provides a single point of contact for those wishing to refer a child, young person and/or family for possible access for multi-agency early help services (Family Wellbeing Programme) or to Children's Social Care (CSC) as a child in need, including in need of protection. It may be necessary instead to use the Early Help interventions from other boroughs in which our students reside.

We will be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs
- is a young carer
- is showing signs of engaging in anti-social; or criminal behaviour
- is in a family circumstance presenting challenges for the child such as substance misuse, adult mental health problems or domestic violence and abuse
- is showing early signs of abuse or neglect

## **2. Statement**

*We at Beths Grammar School are committed to practice which protects children from harm. Safeguarding and the promotion of a child's welfare covers all aspects of the child's life and Beths Grammar School is committed to ensuring that all its actions in respect for a child are compatible with this aim.*

## **3. Aims**

We will safeguard children by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers.
- Sharing information about concerns with agencies who need to know and involving parents and children appropriately.
- Carefully following the procedures for recruitment and selection of staff and volunteers.
- Providing effective management for staff and volunteers through support, supervision and training.
- Reviewing our policy and good practice at least annually.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. Beths Grammar School will therefore:

- Establish and maintain an environment where children feel secure, are confident to talk, and are listened to.
- Ensure children know there are adults in the school they can approach if they are worried.
- Include opportunities in the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from harm or abuse.

#### 4. Procedures

We will follow the procedures set out by London Child Protection Procedures and Bexley Safeguarding Partnership for Children and Young People and take account of guidance issued by the Department for Education to:

- Ensure we have a Designated Safeguarding Lead (DSL) for child protection who has received appropriate training and support for this role. The designated teacher will be one of the Senior Leadership Team and at the issue of this policy is Mr Adam Jones (Deputy Headteacher).
- Ensure we have a nominated governor responsible for child protection; the nominated governor at the issue of this policy is: Rev Julie Bowen.
- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the DSL and their role.
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL.
- Ensure that parents have an awareness of the responsibility placed on Beths Grammar School and its staff for child protection.
- Notify Children's Social Care if there is an unexplained absence of two or more consecutive days of a student who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences. (If it proves impossible to send a representative a written report will be submitted to the child protection conference chairperson).
- Keep accurate chronological records of concerns about children, even if it is assessed that a referral is not necessary.
- Ensure all records are kept securely, separate from the main student file.
- Follow procedures laid down by the London Borough of Bexley where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed and that Senior leaders have received accredited training accordingly.
- Make a referral to the Disclosures and Barring Services (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

#### 5. Types of abuse and neglect

These definitions are based on those from 'Keeping Children Safe in Education' 2023 and 'London Child Protection Procedures' 2019. All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone 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 act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development, and may:

- Involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Involve seeing or hearing the ill-treatment of another.
- Involve serious bullying (including online 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, although it may occur alone.

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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children may exhibit signs which may or may not be indicators that physical, emotional and/or sexual abuse, including neglect, has taken place, but the possibility should be considered. Guidance on recognising signs and symptoms of abuse can be found in 'Keeping Children Safe in Education' 2023 and can be found on the NSPCC website where types of abuse and neglect, and examples of specific safeguarding issues, are described. Staff are aware that many of the signs and symptoms could fall into more than one category.

### **Specific Safeguarding Issues**

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

**Children missing Education:** As a school we recognise that children that go missing from education, particularly on repeat occasions, are at risk of abuse and neglect, including sexual exploitation, radicalisation, forced marriage

or FGM. Staff with concerns over a child's attendance should liaise with the Attendance Officer and Designated Safeguarding Lead, particularly if unauthorised absence occurs on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

**Forced Marriage:** A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.

### **Contextual Safeguarding**

Staff at Beths Grammar School are aware of the idea of contextual safeguarding as an approach to understanding and responding to young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers often have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. At Beths Grammar School we have worked closely with Bexley and Greenwich Children's Services, the Serious Violence Prevention Panel, Safer Schools Officer and the Bexley Safeguarding Partnership to identify some of the issues particularly affecting our context:

- Child Criminal Exploitation / County Lines
- Child Sexual Exploitation
- Drug use and supply
- Serious Violence
- Money Laundering
- Radicalisation

**Criminal exploitation/County Lines:** Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and are feral to the National Referral Mechanism should be considered.

**Child Sexual Exploitation:** A person under 18 is sexually exploited when they are coerced into sexual activities by one or more person(s) who have deliberately targeted their youth and inexperience in order to exercise power over them. Child sexual exploitation may occur through the use of technology without the child's consent or immediate recognition; for example, through being persuaded to post sexual images over the internet or through mobile phone images. Child sexual exploitation is often conducted with actual violence or the threat of violence. This may be threats towards the child, or her or his family and may prevent the child from disclosing the abuse or exiting the cycle of exploitation. Indeed, the child may be so confused by the process, that they do not perceive any abuse at all. Signs may include unexplained gifts; withdrawal from friendship groups; STIs; sudden removal from social media; missing education.

**FGM:** Female genital mutilation constitutes all procedures which involve the partial or total removal of the female external genitalia or other injury to the female genital organs, whether for cultural or any non-therapeutic reason (WHO 1995). FGM can be defined as 'Female Central Cutting' or 'Female circumcision'. We support the eradication of FGM by educating our young people on FGM.

Some health professionals are performing FGM in the belief that it offers more protection from infection and pain. However, the medicalisation of FGM is condemned by all international groups including the WHO and is illegal. FGM is a criminal offence and cases must be reported to the police. If a student discloses that they have had FGM, the member of staff must personally report to the police (via 101) in addition to liaising with the Designated Safeguarding Lead.

Female circumcision carries a 14 year imprisonment penalty; if the school has reason to believe that a student is at risk of or who may have already undergone FGM, a referral will be made to Children's Social Care.

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18). All staff will receive appropriate safeguarding training to ensure they understand the requirements of the FGM mandatory reporting duty.

**Peer on Peer Abuse:** Abuse committed by a person under the age of 18 against another under the age of 18 will be regarded as Peer on Peer abuse. It may include bullying, domestic abuse, sexual exploitation, sexual violence and sexual harassment and serious youth violence. Any response to peer on peer abuse will include an assessment of the 'perpetrator' of the abuse.

Signs of such abuse may include a student being withdrawn, displaying age inappropriate sexual behaviour or other unusual changes in behaviour.

If abuse relating to youth-produced sexual imagery (sexting) is reported, the school will follow the UKCCIS guidance on a case-by-case basis and understands it may manage it internally, or it may need to be reported to Early Help; children's social care or the police.

To minimise the likelihood of this happening, the school will follow its other safeguarding procedures, including educating students to recognise if it is happening to themselves or others.

The school takes the view: 'Abuse is abuse and should never be tolerated as banter or part of growing up'.

However, if the abuse involves upskirting, this is now a criminal offence and needs reporting to the police. It typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

**Sexual Violence and Sexual Harassment:** Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment

will likely find the experience stressful and distressing. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

**Honour Based Violence:** Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community, including Female Genital Mutilation, forced marriage, and practices such as breast ironing.

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don't want to go
- assault.

**Serious Violence:** All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### **Young people at risk of radicalisation and extremism (PREVENT Duty)**

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.

Staff and governors will have relevant training which gives them the knowledge and confidence to identify the risk of members of the school community being drawn into terrorism and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. This training will raise staff awareness of children at risk and provides guidance as to what to do if they have concerns. They are aware in the first instance that they report any suspicions to the DSL.

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. Staff will know where and how to refer children and young people for further help. The school will work closely with Bexley's Channel Panel referring causes for concern or cases at risk of radicalisation using the appropriate referral procedures.

Our designated area contacts for the Prevent programme are listed below:

SO15 CTC | Local Operations Prevent Engagement Officer (South East Cluster) Mobile 07766 364597  
Address Eltham Police Station, 20 Well Hall Road, Eltham, SE9 6SF

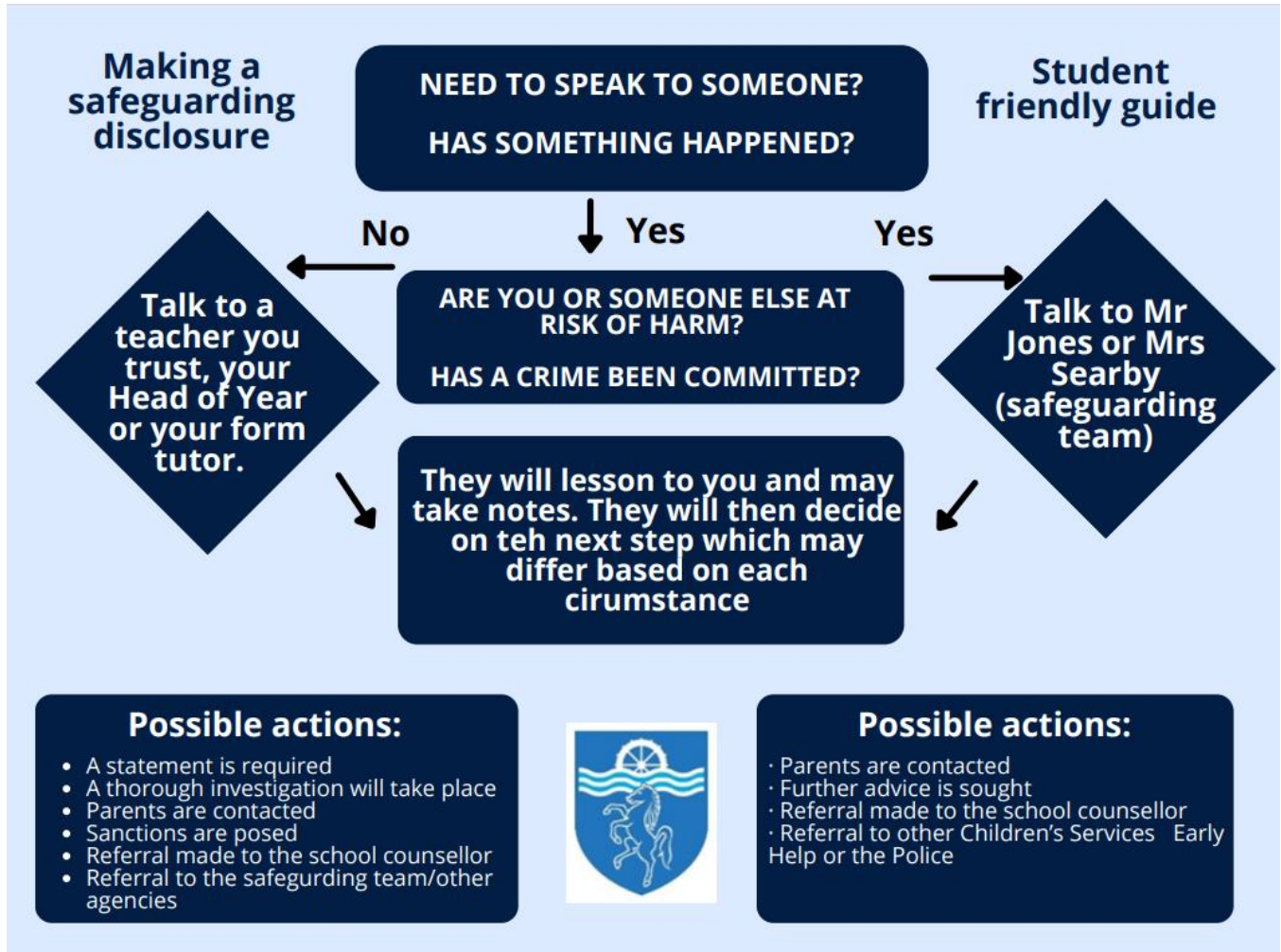
Bexley Borough: Prevent Police Officer: Luke Oxlade Luke.Oxlade2@met.pnn.police.uk 020 8284 5631



For advice regarding referrals: Clair McGarry - Community Safety Coordinator (Vulnerable People) community.safety@bexley.gov.uk 020 3045 3990

Here at Beths Grammar School, we ensure students are well informed as to how to make a disclosure, whether it be a pastoral or safeguarding one, and to whom within the school they can disclose, and we encourage students to discuss at the earliest opportunity in order for incidents to be actioned as soon as possible.

The following diagram is shared across the school with students to support these disclosures:





## 5. What to do if you suspect that abuse may have occurred

You must report the concerns immediately to the DSL by speaking directly to one of the safeguarding team in person and then following this up with a written account on a safeguarding record of concern form (see APPENDIX D).

The DSL at Beths Grammar School is currently Mr Adam Jones and he has been nominated by the Governing Body of Beths Grammar School to refer allegations or suspicions of neglect or abuse to the statutory authorities. Beths is committed to having a member of the safeguarding team available during normal school hours, however in the event that they cannot be found members of staff should speak to the most senior member of staff on the premises, who is available at that time. Both the Headteacher and the other Deputy Headteachers are contactable on their school mobile phone, when not on the school premises. All members of the leadership team (SLT) are also level 3 (DSL) safeguarding trained.

Suspicions will not be discussed with anyone other than the safeguarding team or in the case of an allegation of abuse by a member of school staff, with the Headteacher, or with the Chair of Governors should the concern regard the Headteacher.

These procedures should be followed by any member of staff who is concerned that a child is at risk of extremist narrative or being radicalised.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care, for the borough in which the student lives, immediately. Normally this will be done through the Beths Grammar School Safeguarding Team as identified above but such referrals should never be delayed - anybody can make a referral. It is the right of any individual to make direct referrals to the child protection agencies; if for any reason you believe that the nominated person(s) have not responded appropriately to your concerns, it is then your responsibility to consider contacting the child protection agencies directly. In the event that a member of staff contacts Children's Services directly then they must inform the DSL (Adam Jones) at the first available opportunity. Staff members working with children 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 should always act in the interests of the child.

### **The role of the Designated Safeguarding Lead for Child Protection is to:**

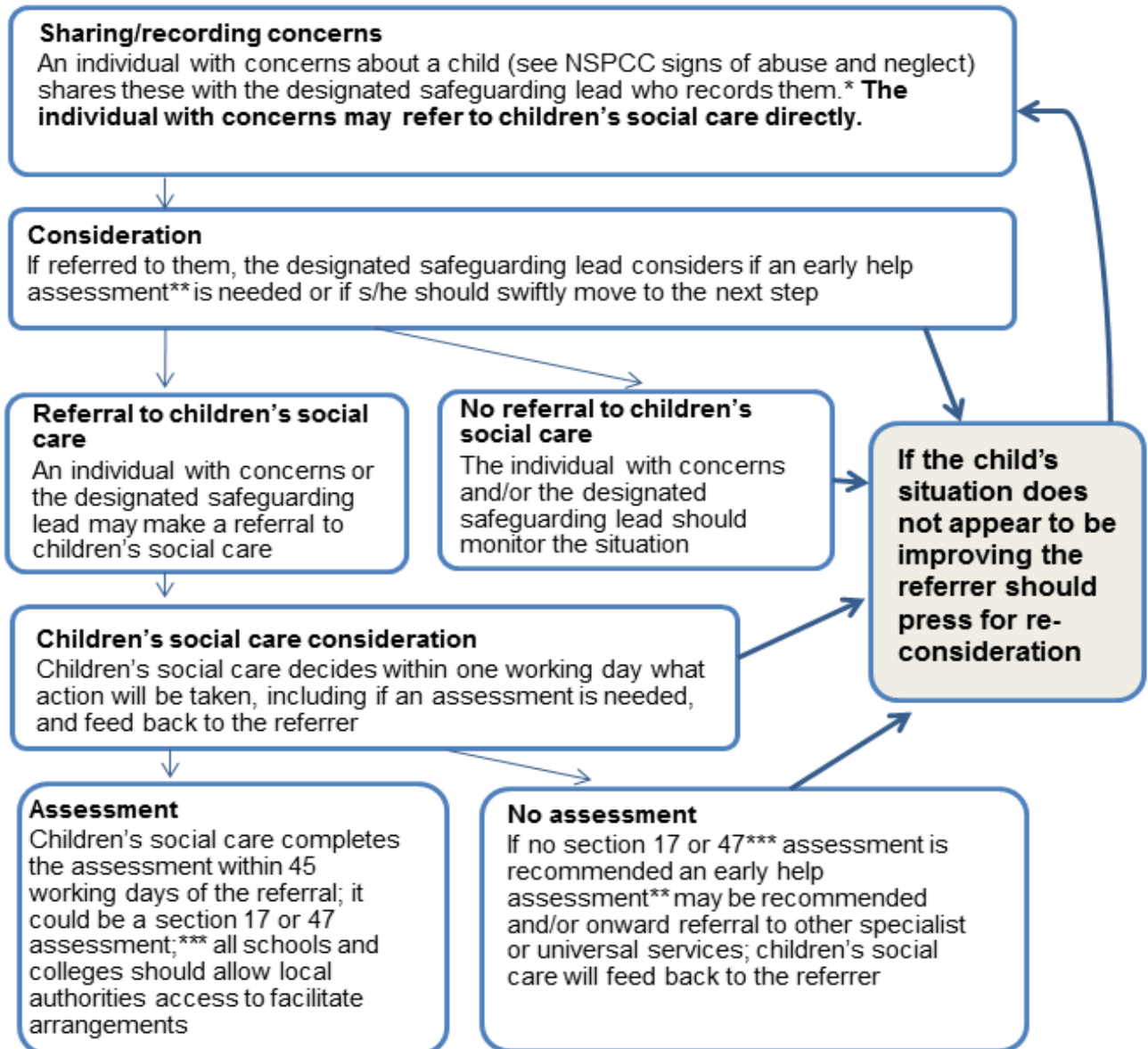
- Act as the confidential recipient of information from staff, volunteers, children or parents and carers who have child protection concerns and to record this information.
- Assess the information quickly and carefully and ask for further information as appropriate.
- Consult with Bexley Children's Social Care using the Front Door contact or other Safeguarding Children Service to clarify any doubts or worries (for contact details, see Appendix A).
- Make a referral to Children's Social Care (as per illustration below) or the police without delay, if it is agreed during the consultation or there is an immediate risk to the child, as follows:
  - The referral should be made to Children's Social Care in which the child lives, e.g. if a child lives in another borough, the referral needs to be made to the Social Care Department in that borough; if the child is disabled, the referral should be made to the Disabled Children Service.
  - A telephone referral should be made and confirmed in writing using an inter-agency referral form (available on the school network or through the London Borough of Bexley or LSCB websites) within 48 hours.

- When making a referral, the designated teacher should keep a written record of:
  1. Discussions with child.
  2. Discussions with parent(s) or carer(s).
  3. Discussions with staff.
  4. Information provided to Social Care.
  5. Advice given and decisions taken (clearly timed, dated and signed).
  
- Monitor, and respond appropriately, to the following:
  - Children's Social Care should acknowledge the referral within one working day and should be contacted if no acknowledgement has been received within 3 working days.
  - Following referral, Children's Social Care should, within one working day, consider the next course of action, record their decision in writing and notify the Designated Teacher.
  
- Receive appropriate training, carried out every two years, and in addition, keep up-to-date with safeguarding developments at least annually, and ensure that the Beths Grammar School policies are known and used appropriately.

## Action when a child has suffered or is likely to suffer harm

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

**Anybody can make a referral.**



\* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

\*\* Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

\*\*\* Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

## **6. Responding to a child making an allegation/disclosure of abuse**

If a child discloses or alleges that they have been abused: -

- Allow the child to continue at his/her own pace
- Stay calm, listen carefully to what is being said.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others - do not promise to keep secrets.
- Allow the child to continue at his/her own pace.
- Ask questions for clarification only, and at all times avoid asking leading questions.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said using the child's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Pass this information on immediately to your Designated Safeguarding Lead (Mr Adam Jones) or Deputy (Mrs Tania Searby) in her absence.

After a child has disclosed abuse, the DSL should carefully consider whether or not it is safe for a child to return home to a potentially abusive situation; on these rare occasions, it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

## **7. Responding to allegations of abuse against a member of staff, other worker or volunteer**

Safeguarding or child protection allegations about adults in the school should be made directly to the Headteacher. Allegations against the Headteacher should be taken to the Chair of Governors. These concerns will be discussed immediately with the Local Authority Designated Officer (LADO), who will advise as to the next steps.

Bexley LADO: Edward Snelgar  
Email: LADO@bexley.gov.uk  
Tel: 0203 045 3436 (LADO Team)

It is important to note that the School has a duty of care to our employees. We will ensure that anyone facing an allegation is provided with effective support and a named contact if they are suspended.

## **8. Recruitment and appointment of workers and volunteers**

### **Teaching and Non-Teaching Staff**

Refer to the standard recruitment and appointment policy for staff recruitment; in recruiting and appointing workers we, Beths Grammar School, will be responsible for following Bexley HR Service, Recruitment and Selection Guide for Schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Drawing up the selection criteria and putting together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.

- We will make sure that we measure the application against the selection criteria.
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them "substantial, unsupervised access on a sustained or regular basis" to children under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that your applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will have at least two people from our organisation on the interview panel one of whom must have successfully completed safer recruitment training.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-students who have been involved with the organisation and have become volunteers on a regular basis.
- We will ensure that our successful applicant obtains an enhanced DBS check from the Disclosure & Barring Service. We will need to see the DBS Certificate before we confirm them in post and record details on the Central Register. If an individual is allowed to start work in regulated activity before the DBS certificate is available then this will only be allowed on the basis that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.
- Checking that a candidate to be employed in 'teaching work', not just QTS-qualified staff, is not subject to a prohibition order issued by the Secretary of State, using Teacher Services
- Checking and recording that any agency worker arriving is the same person we are expecting.
- Trainee teachers undertake regulated activity, sometimes unsupervised, and therefore will require an enhanced DBS and barred list check.
- All members of the Governing Body will require a DBS check.

## **Volunteers**

- All long term volunteers will be asked to provide a brief written application confirming their details, experience, etc. and will be interviewed.
- All volunteers with regular contact with children will have enhanced DBS (formerly CRB) checks carried out.
- All volunteers who will only have contact with children on an ad hoc or irregular basis for short periods of time do not need a disclosure obtained.
- All volunteers should receive induction guidance and be given clear written advice on responsibilities, acceptable behaviour and limitations to their role.

Further information regarding work experience students to be supplied by Education Business Partnership.

## **Trade and maintenance workers**

If a person is carrying out this role in a general capacity there is no eligibility for a DBS (formerly CRB) check. However, if their role constitutes a regulated activity then an Enhanced DBS (formerly CRB) check is required. In this case the tradesperson must meet all of the following criteria:

- The work has to be carried out on Beths Grammar School premises regularly (once a week or more or on four days or more in a single month or overnight). A tradesperson who works in several different schools, but only works in Beths Grammar School once a fortnight, is not in regulated activity.
- The work has to involve the opportunity for contact with children at Beths Grammar School. If the work is done out of hours when no children are on site, or on a part of the site which is separated from areas where children have access, it is not regulated activity.

### **9. Supervisory arrangements for the management of volunteers and external providers of out of school hours activities**

We will aim to protect children from abuse and our team members from false allegations by adopting the following guidelines:

- We will keep a register of all children attending our activities.
- We will keep a register of all staff/outside providers (both paid staff members and volunteers).
- Registers will include arrival and departure times.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or carer will be obtained for every child attending our activities.
- Where possible staff/outside providers should not be alone with a child, although we recognise that there may be times when this may be necessary or helpful.
- Staff/outside providers should not be alone in a closed room with a child.
- Staff/outside providers may escort children to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/carers, and a procedure for this has been agreed.
- Physical contact should be avoided unless required for the child's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child is left alone.
- All team members should treat all children with dignity and respect in both attitude language and actions.

### **10. Children who go missing on/off school site**

While children are in school, we have a responsibility for duty of care to them and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. Procedures are in place if a child should go missing in/out of school (see Appendix B).

### **11. How safeguarding is taught as part of the school's broad and balanced curriculum**

Children are encouraged to safeguard themselves by being educated on drugs, gangs, alcohol, mental health, staying safe on-line, sex and relationships through PSHCE sessions, assemblies and other learning opportunities available at Beths Grammar School via our broad curriculum.

### **12. Additional support plans (behaviour support)**

This includes strategies that help to prevent safeguarding issues in school such as:



- Positive physical intervention when necessary.
- Behaviour interventions.
- Specific strategies for children who are allocated to a member of staff they can talk to about issues of concern or another professional counsellor that they can talk to.
- Students with 1:1 Teaching Assistant support.

The school recognises that children with SEND are more likely to be abused or neglected. Students with SEND are identified in SIMs and on the school's SEND register. The school seeks to keep SEND students safe by making staff aware of SEND students and their needs and through the additional support provided for SEND students by the school's Individual Educational Needs Department.

### **13. Management of children with Child Protection Plans or a Child In Need (CIN):**

- If a child is subject to a Child Protection Plan or a CIN, the Designated Safeguarding Lead, or their Deputy, or the Head of the IEN Department will attend the conference, in order to share any relevant information.
- If the child has a Child Protection Plan or a CIN, the Designated Safeguarding Lead is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends, or is represented at, all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis, but key personnel working with the child should have sufficient information to support them in their work with that child.
- If a child with a Child Protection Plan or CIN has an unexplained absence from school for two or more consecutive days, the Designated Safeguarding Lead, or their Deputy, will inform the Social Worker.

### **14. Support and training of staff and volunteers**

We at Beths Grammar School are committed to the provision of safeguarding training for all our team members; in addition to the basic safeguarding training, the Designated Safeguarding Lead undertakes training in inter-agency working that is provided by the LSP, and refresher training at least annually to keep their knowledge and skill up to date; all other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least annually. Additionally, internal training for new staff will also run, where new staff have arrived at Beths between the main scheduled training dates. Staff and governors will have relevant training which gives them the knowledge and confidence to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm. Staff will therefore be able to identify vulnerable students and monitor them accordingly.

### **15. Record keeping**

- The Safeguarding Team will keep detailed, accurate, secure written records of referrals and concerns; these will be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children, unless subject to a formal court order.
- If a child transfers to another school or other educational establishment, the Safeguarding Lead will forward the child protection file to a named person at the receiving school/establishment, under separate cover from the academic records. The file will be marked '*confidential, to be opened by addressee only*' and a confirmation of receipt will be obtained.

- The Safeguarding Lead will retain a copy of the child protection file, which will be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a student who has ceased to become of compulsory school age will be archived and catalogued.
- The referrer will confirm verbal and telephone referrals in writing within 48 hours, using the interagency referral form.

## **16. Confidentiality**

- At Beths Grammar School, we recognise that all matters relating to child protection are entirely confidential.
- The Head Teacher or Safeguarding Team will disclose personal information about a child to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- We will always undertake to share our intention to refer a child to Children's Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation; if we are in any doubt, we will consult with the respective Safeguarding Children's Service on this point.

## **17. Working together with parents/carers to better safeguard children**

To better safeguard children, parents/carers will be asked to agree to an Information Sharing Protocol, so that the school can liaise with other agencies involved. Beths Grammar School will also inform parents/carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

## **18. Online Safety at Beths Grammar School**

Most young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities; however, issues of Online Safety do arise as some children use the technologies negatively.

At Beths, we have a robust filter for the internet and a system for monitoring computer usage, which takes screen shots if any word from our 'trigger' list is typed; if a child is caught viewing inappropriate material on a computer or on their mobile phone via the school system during school hours, they will receive a serious sanction; however, out of school and particularly on mobile phones connected to the mobile networks, there is often no supervision, monitoring or filtering. See Online Safety Policy for guidelines to support parents/carers.

Online bullying is unfortunately another area which is growing rapidly. It is different from more traditional forms of bullying; some children have 24 hour access to the internet or a mobile phone and so it can be hard to escape; the audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever.

As with all forms of bullying, the school will deal with this in accordance with the Anti-Bullying Policy (see Appendix C), even if the online bullying is happening outside school hours.

If parents/carers have any concerns that their child is being online bullied by another child also currently attending Beths Grammar School, they should 'screen shot' and print off any available evidence and report it to the child's Form Tutor in the first instance as soon as possible.

### **19. Whistle Blowing**

Staff should be aware that children may feel unable to express concerns in an environment where staff fail to do so; all staff should therefore feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Beths Grammar School Whistleblowing policy or by calling the NSPCC whistle-blowing helpline on 0800 028 0285. Staff may otherwise choose to raise concerns directly with the LADO.

### **20. Equality Statement**

Beths Grammar School is committed to promoting equality and preventing discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

### **21. Private Fostering**

Beths understands that private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Furthermore, Beths will inform the local authority if any of its' students move into such arrangements.

### **22. Statement on the use of physical force and the school's statutory duty**

Parents/carers must understand that they are responsible for disciplining their children or those under their care when they are not in school. They must fully understand and be aware that the use of physical force in disciplining their children or those under their care may be illegal in certain circumstances. This may include where an implement has been used, where the use of that force has resulted in injury and the use of prolonged physical stress positions (this is where children are placed in a position of discomfort for a long period of time). Parents/carers must understand that in these circumstances the school has a statutory duty to report such incidents to Children's Social Care and that the police may be asked to investigate.

### **27. Commitment of the Governing Body of Beths Grammar School**

The Governors of Beths Grammar School are committed to safeguarding practices which protect children from harm; this commitment is shared by all the staff and volunteers of the school. We accept and recognise our responsibilities to develop awareness of the issues, which cause children harm and we are supported by the London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it fully and to the best of our abilities; as part of our commitment, we, the Governing Body of Beths Grammar School, will ensure that this Safeguarding and Child Protection Policy is fully reviewed and/or revised (where necessary) on an annual basis.

This policy will be made available to all new employees and made freely available to all staff, parents and carers who may request a paper version in addition to the version made available via the Beths Grammar School website.

**APPENDIX A**

**MAKING CONTACT WITH OTHER AGENCIES For general queries about Safeguarding or to arrange training:-**

<i>Contact</i>	<i>Numbers</i>	<i>Further information</i>
Aine Campbell Safeguarding Children Coordinator (Education)	<b>Tel – 0203 045 5683</b>	9 – 5 pm
Liz Allen Senior Care Worker	<b>Tel – 0203 045 4125</b>	9 – 5 pm

**In the case of concern about a child’s safety, wellbeing or abuse of a child:-**

<i>Contact</i>	<i>Numbers</i>	<i>Further information</i>
Bexley Safeguarding Children Service	<b>Tel – 0203 045 4055</b>	9– 5 pm
Bexley Children Services Front Door Team childrensocialcare.admin@bexley.gov.uk	<b>Tel – 0203 045 5440</b>	9 – 5 pm
Bexley Emergency Duty Service <a href="mailto:safeguardingchildren@bexley.gov.uk">safeguardingchildren@bexley.gov.uk</a>	<b>Tel – 0208 303 7777</b>	outside of office hours (incl.weekends)
Greenwich Social Care MASH-referrals@royalgreenwich.gov.uk	<b>Tel - 0208 854 8888</b> <b>(Children’s MASH team)</b>	9 – 5 pm
Kent children’s services Central.duty@kent.gov.uk	<b>Tel - 03000 41 11 11</b>	8.30 - 5 pm
Bromley children’s services mash@bromley.gov.uk	<b>Tel – 0208 461 7373/7379</b> <b>Tel – 0208 461 7373/7379</b>	9 – 5 pm outside of office hours (incl.weekends)
Local Authority Designated Officer <a href="mailto:LADO@bexley.gov.uk">LADO@bexley.gov.uk</a>	<b>Tel – 0203 045 3436</b>	Edward Snelgar
Prevent Coordinator	<b>Tel – 0203 045 3990</b> <b>Tel – 07815 708562</b>	Clair McGarry
Janine Wooster (Complex Needs Manager)	<b>Tel – 01322 356333</b>	Disabled Children Service
Michelle Pollard (Anti-Bullying Project)	<b>Tel – 07974 184796</b>	9 – 5pm
NSPCC	<b>Tel – 0808 8005000</b>	N/A
Police Child Abuse Investigation Team	<b>Tel - 0207 230 3700</b>	8am – 6pm or calls outside these hours should be made to 999

**In the case of allegations against staff:-**

<i>Contact</i>	<i>Numbers</i>	<i>Further information</i>
Head of Schools HR	<b>Tel - 0208 838 8259</b>	N/A
Local Authority Designated Officer (LADO)	<b>Tel – 0203 045 3436</b>	Edward Snelgar (Thur-Fri)

**GUIDELINES IF A CHILD GOES MISSING**

While children are in school, we have a responsibility for duty of care to the children and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

• **If a child goes missing out of school, the following steps should be taken:**

- Gather other children together
- Allocate staff to search immediate area and alert local security.  
If a child is missing for more than 20 minutes,
- Contact school to say which measures have been taken
- Ensure that there is good two way communication established with a range of phone lines
- Notify the police / security.  
If a child continues to go missing,
- Send other children accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search.
- School alert parents after 30-45 minutes and keep them posted
- School alert London Borough of Bexley
- Set up link headquarters at school (i.e. Identify roles, rota for manning phones, making tea etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police.
- Try to secure radio and TV help.

Ensure all staff are aware of these procedures; on outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are **ON**.

Do not hesitate to alert school when there is a problem.

**If a child goes missing in school, the following steps should be taken:**

- Let the main office / Headteacher know immediately.
- One member of staff must go to the roadside to search
- One member of staff must circumnavigate the grounds
- One member of staff must ensure all rooms are searched
- Let all these people know when the child has been found
- If the child remains missing, school should alert parents after 30 – 45 minutes and keep them posted

Avoid any blame culture, celebrate the success of the mission when the child is found and learn from the investigation.

Headteacher to evaluate what happened afterwards, in order to learn from the situation and to satisfy ourselves that the best possible things were done.

**REFERENCES**

The safeguarding policy is linked to the Bexley Safeguarding Partnership policies and procedures and details can be found using the following link: [Bexley Safeguarding Partnership for Children & Young People | Bexley LSCB](#)

• **School Policies:**

- Health and Safety - <https://www.beths.bexley.sch.uk/attachments/download.asp?file=22&type=pdf>
- Whistle Blowing - <https://www.beths.bexley.sch.uk/attachments/download.asp?file=3234&type=pdf>
- Behaviour, Rewards & Support - <https://www.beths.bexley.sch.uk/attachments/download.asp?file=470&type=pdf>
- Anti-Bullying - <https://www.beths.bexley.sch.uk/attachments/download.asp?file=7&type=pdf>
- Equality - <https://www.beths.bexley.sch.uk/attachments/download.asp?file=7&type=pdf>
- Supporting Students with Medical Conditions – <https://www.beths.bexley.sch.uk/attachments/download.asp?file=568&type=pdf>

• **Other External Documents:**

- Child sexual exploitation: definition and guide for practitioners February 2017 - <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- Keeping Children Safe in Education, Guidance from September 2023 [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf)
- London Child Protection Procedures 2020 - <https://www.londoncp.co.uk/index.html>
- Working Together to Safeguard Children 2018 - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf)
- The Education Act 2002 - <http://www.legislation.gov.uk/ukpga/2002/32/contents>
- The Education Act 2011 - <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- The Children Act 1989 - <http://www.legislation.gov.uk/ukpga/1989/41/contents>
- The Children Act 2004 - <http://www.legislation.gov.uk/ukpga/2004/31/contents>
- The Rehabilitation of Offenders Act 1974 - <http://www.legislation.gov.uk/ukpga/1974/53>
- Safer Recruitment Legislation <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-04217-2006>
- NSPCC Website – <https://www.nspcc.org.uk/preventing-abuse/>

- **Specific Safeguarding Issues**

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

- child sexual exploitation (CSE) – see also below
- <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- bullying including online bullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence  
<https://www.gov.uk/domestic-violence-and-abuse>
- drugs  
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- extremism and radicalisation – the Prevent Duty  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)
- fabricated or induced illness  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM)
- <https://www.gov.uk/government/collections/female-genital-mutilation>
- forced marriage  
<https://www.gov.uk/forced-marriage>
- gangs and youth violence
- <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- gender-based violence/violence against women and girls (VAWG)  
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- mental health  
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering  
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- radicalisation  
<https://www.gov.uk/government/publications/channel-guidance>
- sexting  
<http://ceop.police.uk/>
- teenage relationship abuse  
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>



**Beths Grammar School**

<b>Student welfare/Safeguarding record of concern</b>		
Student name :	M/F:	Form:
Date and time of concern :		
Your account of the concern : (what was said, observed, reported and by whom:)		
Additional information : (your opinion, context of concern/disclosure:)		
Your response : (what did you do/say following the concern:)		
Your name :		
Your signature :		
Your position in school :		
Date and time of this recording :		
Received by Safeguarding Officer/Deputy SO:		
.....		Date.....