

## **Safeguarding and Child Protection Policy**

“Keep these words that I am commanding you today in your heart. Recite them to your children and talk about them when you are at home and when you are away, when you lie down and when you rise. Bind them as a sign on your forehead, and write them on the door posts of your house and on your gates.

**Deuteronomy 6: 6 – 9**

**Date of last review: March 2020**

**Reviewed by: Sharon Hand**

**Agreed by Governors: March 2020**

**Shared with all Staff: April 2020**

**Frequency of Review: Annually**

**Date of Next Review: March 2021**

**Designated Safeguarding Lead: Sharon Hand**

**Deputy Designated Safeguarding Leads: Stephen Lodge, Gloria Nicholls, Marie Prime**

**Named Governor for Safeguarding & Child Protection: Deborah Howell**

**Chair of Governors: Gaynor Rennicks**

**College LAC Co-ordinator: Sharon Hand**

**College E-Safety Lead:**

**College Mental Health Lead: Sharon Hand**

**Local Authority Designated Officer (DO), for allegations against staff:**

**Yvonne Nelson Brown Tel: 01384 – 813110 Referral email: [allegations@dudley.gcsx.gov.uk](mailto:allegations@dudley.gcsx.gov.uk)**

**MASH: 0300 555 0050**

**Out of Hours Duty Team: 0300 555 8574**

**PREVENT Officer: John Hodt**

**Education Prevent Officer: Mark Wilson**

**CSE Team: Nikki Fernandes**

**School Nurse: Linda Lowe**

## **1. Purpose and Aims**

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Safeguarding is defined as:

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

Bishop Milner Catholic College is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child, who is at risk of harm. Overall the policy provides information for all adults working with children to carry out their duty of care responsibly. Bishop Milner Catholic College will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Bishop Milner Catholic College is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We need, therefore, 'to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures.' This policy applies to all staff, governors and volunteers working in the college.

### ***Definitions and Indicators of Abuse*** (see section 12)

Bishop Milner Catholic College recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or being likely to suffer significant harm is the responsibility of the school and wider community, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Bishop Milner Catholic College:

- Dudley Safeguarding People Partnership (DSPP) - Safeguarding Children Procedures
- (<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/>)
- Dealing with a disclosure school guidance
- Children Act 1989
- Children Act 2004
- Working together to safeguard children (DfE) July 2018
- Keeping Children Safe in Education (DfE) September 2019

- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (2019)
- What do you do if you are worried a child is being abused March 2015
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation
- School Behaviour Policy
- School Confidentially Policy
- Anti-Bullying Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Peer on Peer abuse policy
- Looked after children policy
- Well being and mental health policy

### **Prevent Strategy (Radicalisation and Extremism)**

Bishop Milner Catholic College is actively involved in the Prevent strategy. The college has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the college and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce college and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the college is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our college, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

**The SPOC for Bishop Milner Catholic College is Mrs Sharon Hand**

### **Indicators of Vulnerability to Radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views, which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
  - Seek to provoke others to terrorist acts
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
  - Foster hatred which might lead to inter-community violence in the UK
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
  - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
  - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
  - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
  - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters

- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

### **Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Teachers must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

### **Early help**

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

### **Children Missing in Education**

Schools' responsibilities

Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

Schools must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission.

Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable

enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the Exclusion from maintained schools, academies and pupil referral units in England statutory guidance.

Maintained schools have a safeguarding duty in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their pupils. Further information about schools' safeguarding responsibilities can be found in the Keeping children safe in education statutory guidance.

#### WHO THE POLICY APPLIES TO

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

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 practitioners 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.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that 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.

Children includes everyone under the age of 18.

This policy links to the thresholds and procedures of Dudley SPP which can be found here <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/>

## **2. Statutory Framework References**

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- Dealing with a disclosure school guidance
- Children Act 1989
- Children Act 2004
- Working together to safeguard children (DfE) July 2018
- Keeping Children Safe in Education (DfE) September 2019
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (2019)
- What do you do if you are worried a child is being abused March 2015
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation
- Section 5b of the FGM Act 2003 (As inserted by Section 74 of the Serious Crime Act 2015)
- Dealing with allegations of abuse against teachers and other staff 2012
- Information Sharing 2018

### **3. The Role of The Designated Safeguarding Lead and Deputy DSL**

The Designated Safeguarding Lead is **Sharon Hand Telephone 01384 8889422**

The Deputy Designated Safeguarding Leads are: **Stephen Lodge, Gloria Nicholls and Marie Prime.**  
Telephone: 01384 889422

The role and responsibilities of the DSL / Deputy DSL include:

- DSL is a senior member of staff and has lead responsibility for child protection and safeguarding of all pupils
- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Liaise and act as a source of support, advice and expertise for all staff
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Have a solid understanding of new and current safeguarding themes and regularly train staff
- Undertake Prevent awareness training.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Raise safeguarding awareness within your setting and wider community
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Be available (college hours) for staff in the college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



## **Safeguarding Procedures**

Reporting concerns to the Designated Safeguarding Lead or the Safeguarding Team:

Concerns are to be logged on CPOMS. If you are unsure whether it is a pastoral concern rather than a Safeguarding concern, staff must speak to a member of the team and log their concern on CPOMS

If you are concerned about a child and cannot contact the DSL / Deputy DSL e.g. after school, during holidays you must contact the relevant child protection agency for the local authority where the child lives, or if you are not satisfied with the response from the DSL or Deputy DSL contact below and make a referral:

Dudley: 0300 555 0050

Brierley Hill: 01384 813000

Sandwell: 0121 569 3100

South Staffordshire: 0800 131 3126

For Early Help enquiries contact: Dudley North Family Centre, Coseley.

If you, DSL, Deputy DSL are not satisfied with the response of Children's Social Care / MASH etc you can invoke the DSCB Resolution and Escalation Protocol  
<https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/safeguarding-children-procedures/>

## **4. Governing Body**

We are ultimately governed by the Board of Directors of St John Bosco Catholic Multi Academy Company. The Chair of the Board of Directors is Mrs Gaynor Rennicks. The Local Governing Body has limited governance authority at school level. The chair of the Local Governing Body is Mrs Gaynor Rennicks and the Safeguarding Governor is Deborah Howell.

- The whole Governing Body is responsible for safeguarding and safeguarding is on the agenda at all Governing Body meetings.
- **Legislation and the law** – The Governing Body has regard to KCSIE 2019 guidance and ensures that policies, procedures and training in the schools is effective and complies with the law at all times.
- The Governing body and proprietors have a senior board level Director (Mrs Gaynor Rennicks) who takes **leadership** responsibility for the school.

## **Legal responsibilities and duties**

Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum<sup>18</sup> and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

## **5. Safeguarding Policies and Procedures**

### **Dealing with a Disclosure of Abuse**

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

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

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or a member of the safeguarding team.

Complete the reporting section on CPOMS. **Do not send a general email to the DS's work email address.** It may be urgent and require an immediate response.

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

The DSL / Deputy DSL will report the disclosure to the appropriate safeguarding services

#### **What to do if you are concerned:**

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the Designated Safeguarding Lead, who should contact Social Care Team or the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then a member of the safeguarding team and the Principal should be informed. (This is to ensure there is no delay in seeking advice or making a referral).
- Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would 'increase risk to the child'.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Single Point of Access Team at [MASH\\_referrals@dudley.gov.uk](mailto:MASH_referrals@dudley.gov.uk)

**Responding to allegations or suspicions** (about someone working with children or young people)

It is not the responsibility of anyone working within Bishop Milner Catholic College in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Bishop Milner Catholic College will ensure all staff/volunteers that it will fully support and protect anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing. etc.)
- Possession of sexual images of children/pseudo-photographs of children

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone, who works at Bishop Milner Catholic College, including administrative and other support staff.

### **Action if there are concerns**

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Principal will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Principal/Chair of Governors who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

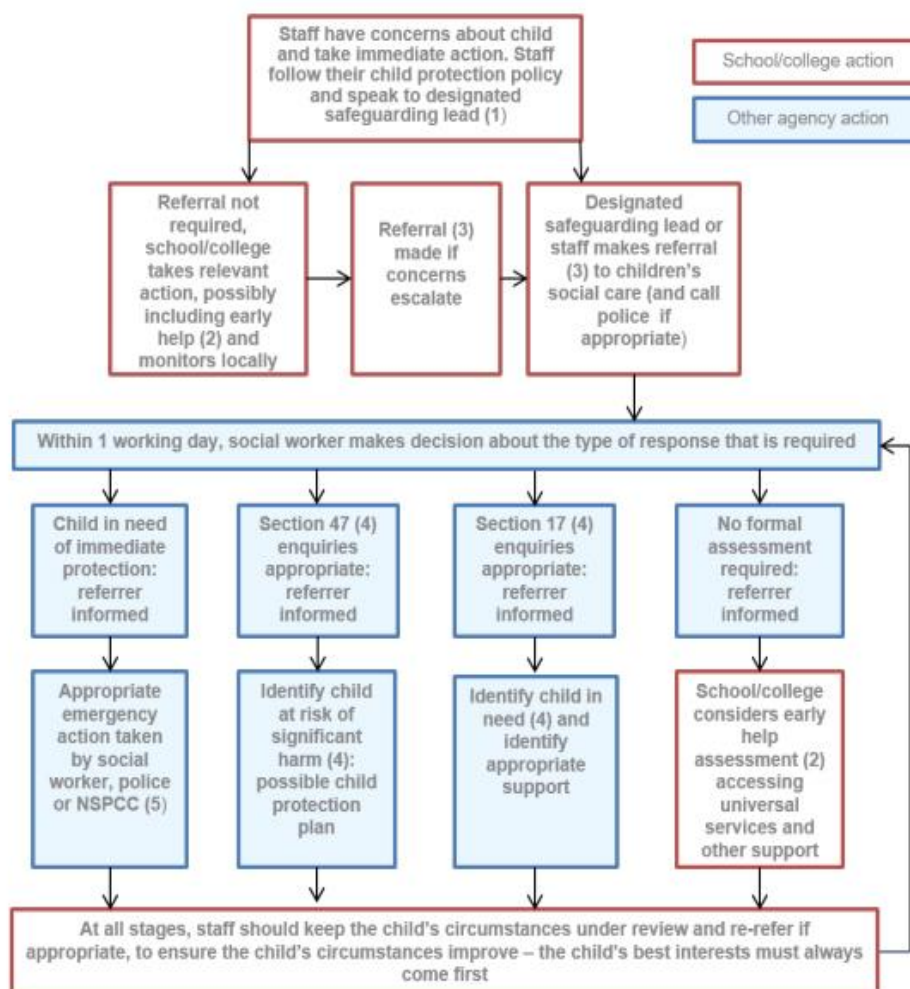
- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Principal, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Headteacher will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Principal. If the Principal is the subject of the concern/ allegation, the concern must be shared with the Chair of Governors. The Chair of Governors will liaise with the Designated Officer for Managing Allegations and HR.

### **Internal Enquiries and Suspension**

- The Principal will liaise with the Chair of Governors and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Human Resources Section and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Principal/Chair of Governors will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of

Governors and Principal must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

## Legal Duties



### The Duty to share information

Everyone working with children in the school as an employee, volunteer or employee of an outside agency has a duty to share information about children and families where they suspect a child's safety is at risk. The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

### **6. Confidentiality**

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Advice should be sought from the Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records.

Also refer to the schools Data Protections Policy, KCSiE 2019 and The Data Protection Act 2018.

## **7. Communication with parents**

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

Parents/carers will be informed about our Safeguarding policy through the school website.

If parents have any concerns about any aspect of the schools safeguarding communication methods they should contact the Principal in the first instance.

## **8. Whole staff responsibilities for safeguarding**

### **Role and Responsibilities of Designated Safeguarding Lead**

The Designated Safeguarding Lead has responsibility and management oversight and accountability for child protection, along with the Principal.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Principal.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance. Electronic recording of all current cases are held on CPOMS - Child Protection Online Monitoring system

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

**Do not disclose to a parent any information held on a child, if this would put the child at risk of significant harm.**

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format on the appropriate Management Information System. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

### **Role and Responsibilities of all staff**

College staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

**All staff** have a responsibility to provide a safe environment in which children can learn.

**Any staff member** who has a concern about a child's welfare should follow the referral processes set out in Appendices 1- 5.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

### **Staff support**

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and seek further support as appropriate.

### **Roles and Responsibility of Governors and Governing Bodies :**

It is the responsibility of governing bodies to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.

### **Safer Recruitment and Employment Practices**

Bishop Milner Catholic College has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Bishop Milner Catholic College will follow the 'Safer Recruitment' processes for all appointments, which will include the following:

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;

#### **Our statement of Commitment**

Bishop Milner Catholic College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.”

- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training
- ensuring that references are gained before interview
- ensuring that a safeguarding question is included in the interview
- ensuring that any gaps in employment are explored at interview
- undertake a DBS check\* at the relevant level to the position
- ensuring that a prohibition check is carried out for anyone in 'teaching work', not just those with QTS

(\*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in 'regulated activity'.)

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison, if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

### **9. Dealing with Disclosures**

SEE SECTION 5 OF THIS DOCUMENT.

### **10. Record Keeping – also see SECTION 5 OF THIS DOCUMENT**

The key document for recording concerns about a child is The Reporting Form (available in the reporting section on CPOMS) this form includes a simple body map to indicate any marks / bruises / injuries that are visible on the child. **At no point should an individual teacher / member of staff/ volunteer consider taking photographic evidence of any injuries or marks to a child's person. This type of behaviour could lead to the individual being taken into managing allegations procedures.**

Child protection information will be dealt with in a confidential manner.



Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A written record will be made of what information has been shared with whom, and when. This will then be added to CPOMS where other relevant information may be available about the child.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

**Do not disclose to a parent any information held on a child, if this would put the child at risk of significant harm.**

If a pupil moves from our college, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format on the appropriate Management Information System. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

## **11 .Dudley Thresholds and Early Help**

Early Help and Threshold Link <https://safeguarding.dudley.gov.uk/safeguarding/child/work-with-children-young-people/dudley-early-help/>

See Section 1 on Early Help

## **12. When to be concerned – signs and symptoms of abuse and neglect**

### **Definitions and Indicators of Abuse**

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2016 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

### **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 persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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.

### **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 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.

### **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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Significant Harm**

"Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development."

### **Signs of Abuse**

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises - in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour

### **Domestic Abuse**

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

## **Psychological, Physical, Sexual, Financial and Emotional**

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

### **13. 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, NSPCC offers information for schools and colleges on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools can also access DSCB guidance on the issues listed below via the website [http://www.proceduresonline.com/dudley/scb/chapters/full\\_contents.html#guides](http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides)

#### **Responding to Abuse and Neglect**

##### **Referrals**

##### **Assessment**

##### **Child Protection Enquiries (Section 47 Enquiries)**

##### **Child Protection Conferences**

##### **Child Protection Plans**

##### **Children and Families Moving Across Local Authority Boundaries**

##### **Allegations Against Staff or Volunteers**

Updated

##### **Organised and Complex Abuse**

##### **Information Sharing**

Updated

#### **Safeguarding Practice Guidance**

##### **Abuse Linked to Faith or Belief**

##### **Bullying**

Updated

##### **Child Sexual Exploitation**

Updated

##### **Children and Families that go Missing (Including Unborn Children)**

##### **Children Affected by Gang Activity or Serious Youth Violence**

##### **Children from Abroad**

##### **Children Living Away from Home**

##### **Children Missing from Education**

Updated

##### **Children Missing from Home and Care**

**Children Moving Across Local Authority Boundaries**

**Children of Parents with Learning Difficulties**

**Children of Parents with Mental Health Problems**

**Children of Parents who Misuse Substances**

**Disabled Children**

**Domestic Violence and Abuse**

**E-Safety: Children Exposed to Abuse through the Internet and Other Technologies** Updated

**Fabricated or Induced Illness**

**Female Genital Mutilation** Updated

**Forced Marriage**

**Honour Based Violence**

**Racism**

**Sexual Activity** Updated

**Sexually Harmful Behaviour**

**Trafficked Children**

**Working with Interpreters and others with Special Communication Skills**

#### **Learning and Improvement**

**Learning and Improvement Framework**

**Serious Case Reviews** Updated

**Unexpected Death of a Child**

#### **Roles and Responsibilities of LSCB**

**Local Safeguarding Children Board - Role and Function**

**Agency Roles and Responsibilities** Updated

**Conflict Resolution**

**Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers**

**Complaints in Relation to Child Protection Conference**

#### **Local Protocols**

**Child Protection Concerns During Pregnancy**

**Domestic Abuse Response Team (DART)**

**Joint Working Practice Guidance for Safeguarding Children whose Parents / Carers have Mental Health Issues, Learning Disability, Emotional or Psychological Distress and Substance Misuse**

## **Faltering Growth Pathway**

### **Medical Assessment**

### **Use of Images Guidance**

#### **Peer on Peer Abuse**

All staff should recognise that children are capable of abusing their peers. This may manifest in the following ways:

- Physical abuse
- Verbal abuse
- Online abuse
- Emotional abuse
- Sexual abuse
- Sexting

When dealing with such incidents, they will usually, in the first instance, be investigated by the teacher, teaching assistant or any other member of staff with the child. If there is a need to escalate the issue, it will then be passed to the Designated Safeguarding Lead and Principal and, in extreme cases, the Governing Body. At the DSL and Principal's discretion, the police may be informed, in certain circumstances.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse, the school has an ethos of promoting respect, friendship and cooperation. Students receive assemblies, talks and workshops from external speakers and input from the Young Person's Police Officer in addition to pastoral input.

#### **Sexting**

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

See additional guidance from UKCCIS

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/759003/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759003/Education_for_a_connected_world_PDF.PDF)

#### **Honour Based Violence (HBV)**

So called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/ or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

## **Child Criminal Exploitation (CCE)**

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 school, a 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.

All staff should be aware of the associated risks and understand the measures in place to manage these.

Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## **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. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

## **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral

process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## **Areas of Particular Risk**

### **Physical Intervention**

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available at <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### **Personal / Intimate Care**

Pupils should be encouraged to act as independently as possible and to undertake as much of their own personal care as is possible and practicable. When assistance is required, this should normally be undertaken by one member of staff, however, they should try to ensure that another appropriate adult is in the vicinity who is aware of the task to be undertaken and that, wherever possible, they are visible and/or audible. Intimate or personal care procedures should not involve more than one member of staff unless the pupil's care plan specifies the reason for this.

### **Changing for PE**

Pupils are entitled to respect and privacy at all times and especially when in a state of undress, including, for example, when changing, toileting and showering. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the children concerned and sensitive to the potential for embarrassment.

### **1:1 Working**

Staff working in one to one situations with pupils at the setting, including visiting staff from external organisations can be more vulnerable to allegations or complaints. To safeguard both pupils and adults, a risk assessment in relation to the specific nature and implications of one to one work should always be undertaken. Each assessment should take into account the individual needs of each pupil and should be reviewed regularly. Arranging to meet with pupils from the school or setting away from the work premises should not be permitted unless the necessity for this is clear and approval is obtained from a senior member of staff, the pupil and their parents/carers.

### **Home Visits**

All work with pupils and parents should usually be undertaken in the school or setting or other recognised workplace. There are however occasions, in response to an urgent, planned or specific situation or job role, where it is necessary to make one-off or regular home visits. It is essential that



appropriate policies and related risk assessments are in place to safeguard both staff and pupils, who can be more vulnerable in these situations.

A risk assessment should be undertaken prior to any planned home visit taking place. The assessment should include an evaluation of any known factors regarding the pupil, parents/carers and any others living in the household. Consideration should be given to any circumstances which might render the staff member becoming more vulnerable to an allegation being made e.g. hostility, child protection concerns, complaints or grievances. Specific thought should be given to visits outside of 'office hours' or in remote or secluded locations. Following the assessment, appropriate risk management measures should be put in place, before the visit is undertaken. In the unlikely event that little or no information is available, visits should not be made alone.

### **Private Fostering**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school or college will then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm

### **Young Carers**

Effective and timely information sharing between agencies, including health, is critical to empowerment, preventative work, supporting transitions and promoting the welfare of young carers. Within the framework of existing local information sharing protocols our aim is to ensure specific recognition of the position of young carers and their identification and support.

We will ensure that we accept a joint responsibility to work in partnership with other agencies to identify and respond to any young carers who are suffering, or likely to suffer, significant harm. Early sharing of information is key if there are emerging concerns.

### **Children with Mental Health Issues**

Positive mental health is the concern of the whole community and we recognise that our school plays a key part in this. Our college wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective actors or supportive interventions are required to counter balance and promote further growth and resilience. It is vital that we work in partnership with parents to support the well-being of our pupils. Parents' should share any concerns about the well-being of their child with the college, so appropriate support and intervention is identified and implemented. All staff have received Basic Awareness of Mental Health issues training. The college has a trained counsellor on site to provide support for students. The college has also undertaken the Well Being Award for Schools to promote the wellbeing of the whole college community.

### **Mobile Phones and Photography**

Mobile phones and cameras. Staff are allowed to bring their personal phones to college for their own use, but will limit such use to noncontact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the college.

### **LGBT+**

Some pupils may be vulnerable due to their sexual orientation or gender identity, either because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness. Several studies also evidence that LGBT+ young people may be at increased risk of becoming victims of CSE. Our college therefore endeavours to ensure that we are aware if the increased risk factors and will seek access to appropriate support for these young people when required.

## **14. Online Safety**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; e.g. pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; e.g. commercial advertising as well as adults posing as children or young adults; and

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; e.g. making, sending and receiving explicit images, or online bullying.

There is the opportunity for children to learn about online safety during their specific Computing lessons in college and this is explored further during the Anti-Bullying, Anti-Racism and online safety weeks which the college holds twice a year.

The college uses a Forensic Monitoring system to monitor access of the internet for both staff and children and RM Education provide filters to ensure that inappropriate websites cannot be accessed on the school network.

### **15. Child Looked After**

The Co-ordinator for children looked after at Bishop Milner Catholic College is Mrs Sharon Hand. She is responsible for promoting the educational achievement of children who are looked after. The LAC Co-ordinator will work closely with the Virtual School Head, to ensure that pupil premium funding is best used to support the progress of the looked after child.

### **16. Virtual Head**

Virtual school heads manage pupil premium plus for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. In maintained schools and academies, the designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

As with designated teachers, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England or Wales. Their primary role for this group will be the provision of information and advice to relevant Dudley's Virtual School Head is Andrew Wright.

### **17. Children with Special Educational Needs and Disabilities**

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Bishop Milner Catholic College provides extra pastoral support for children with SEN and disabilities.

### **18. procedure for dealing with complaints and allegations about staff.**

Bishop Milner Catholic College will follow the “Managing Allegations Against Staff or Volunteers’ (DSCB Procedures).

The **Principal** will deal with allegations made against college staff.

All staff have access to the counselling service within Dudley Council.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer. It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with the Working Together to Safeguard Children (2015) and the DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed.

In the event of the allegation being made against the Executive Headteacher, the **Chair of Governors** is to be notified.

If an allegation is made against any governor, including the Chair of Governors, the Headteacher will contact the LA appointed Designated Officer.

- if any allegation is made a quick resolution should be a clear priority; any unnecessary delays should be eradicated
- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records
- pupils that are found to have made malicious allegations are likely to have breached college behaviour policies; the college will therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality
- after any allegations of abuse have been made, the outcome will be categorised as either substantiated, malicious, false, unsubstantiated or unfounded

In addition to this, Bishop Milner Catholic College have routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the code of good practice. All staff within Bishop Milner Catholic College will adhere to the Guidance for Safer Working Practice for those working with Children and Young People in Educational Settings (October 2015). This covers a wide range of issues around staff conduct.

## **19. Whistleblowing**

If staff have concerns about a fellow colleague, they should follow the Whistle Blowing Procedures. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**.

## **20. Safeguarding in the Curriculum**

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate, especially in dedicated anti-bullying weeks in college, ICT and Relationships and Sex Education Assemblies, External speakers/workshops as well as the recognition by staff that safeguarding can be addressed across the wider curriculum.