Bethany School Safeguarding Policy

Ref: *Keeping Children Safe in Education September 2020*

General Statement and Context

The governing board and SMT of Bethany School take seriously their responsibility to ensure the safety and welfare of children entrusted to their care. We are a safeguarding school and we will invoke child protection procedures where necessary.

Bethany School has adopted the procedures set out in this document (hereafter "the policy"). The policy is based on a model published by Christian Education Europe. This document has been reviewed with reference to the documents *Keeping Children Safe in Education, 2020* (KCSIE)*, The Prevent Duty***,** *Departmental Advice for Schools and Childcare Providers, July 2015, Statutory framework for the early years foundation stage (2017), Working Together to Safeguard Children 2018* and *The Children Act 2004.* These documents are kept on file in the school.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's mental and physical 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.

Governors and Leaders Responsibilities

The governors will ensure that Bethany School contributes to inter-agency working with social care, the police, the health service and other services in line with statutory guidance (KCSIE).

The governors will ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the Independent School Standards are met consistently. They must actively promote the well-being of pupils according to section 10(2) of *The Children Act 2004(a)*.

The governors are committed to ensuring that safeguarding is taught as part of a broad and balanced curriculum, including staff in shaping the safeguarding policy, and ensuring adequate systems and support are in place to fulfil our safeguarding requirements.

Our designated safeguarding lead (DSL) and head teacher is Mrs Judith Baxter. Her role is to provide support and direction to staff members to carry out their safeguarding duties and to liaise closely with local safeguarding partnerships such as children's social care, the local authority designated officer (LADO), the clinical commissioning group and the police when managing referrals. She plays a lead role in recruitment to ensure that the school operates safe recruitment procedures for staff and volunteers working with children.

Our designated safeguarding deputy (DSD) is Mr David Charles. His role is to provide support to the lead and be available if the lead is unavailable.

Our chair of governors is Mr Ben Udejiofo. His role in safeguarding is to take the lead in dealing with allegations of abuse made against the head teacher/DSL.

Our safeguarding governor is Mrs Sarah Walker. Her role in safeguarding is to take leadership responsibility for the school's safeguarding arrangements. She will attend regular safeguarding governor training provided by the LEA.

Bethany School is committed to safe recruitment practices and supervision and training for teachers, parents and other adults who work in the school. This is in line with nationally published guidelines (KCSIE). All governors will undergo an enhanced Disclosure and Barring Service (DBS) check, right to work check, managers list section 128 check and will complete child protection training. Their names and photographs will be published on the school website.

Bethany School recognises that "The effective, fervent prayer of a righteous man avails much." (James 5:16). We commit ourselves to regular prayer, in our homes and in Bethany School, regarding child protection issues.

Parent Involvement

Parents involved with Bethany School understand that children are God's gift to our families (Psalm 127:3). Our children are 'wonderfully made' (Psalm 139:14) and, as parents, we recognise our duty to bring them up in the 'nurture and admonition of the Lord' (Ephesians 6:4). This involves parents lovingly training their children to do what is right and protecting them from anything that would cause them harm. All parents are members of Bethany School and are therefore bound by the safeguarding policy. We recognise that everyone who encounters children and their families has a role to play in safeguarding children. We are all able to identify concerns early and provide help for our children, to prevent concerns from escalating, and we form part of the wider safeguarding system for children. (See *Working Together to Safeguard Children July 2018*).

Parents are given safeguarding training covering issues of child protection, online safety and the school safeguarding policy in "new parents training", as an annual update in parents meetings and via email handouts. Our safeguarding and online safety policies are available via the school website and in the school office, and links to KCSIE and other helpful resources are provided.

School Staff and Volunteer Responsibilities

Bethany School recognises the need to provide a safe and caring environment for children and young people. We acknowledge that children and young people can be the victims of physical, sexual and emotional abuse and neglect by adopting an "it could happen here" attitude.

School staff value the children in their care and recognise their duty to listen to them and safeguard them, and ensure their protection within school activities. School staff also care for the spiritual well-being of pupils in line with our Christian values.

Bethany School recognises the need for good links with statutory and voluntary child protection agencies. The DSL will liaise with the local authority and work with other safeguarding partnerships in line with *Working Together to Safeguard Children July 2018* and *The Prevent Duty*, *Departmental Advice for Schools and Childcare Providers June 2015*.

All staff members have a responsibility to provide a safe environment for children, and identify and promote the welfare of those who may be in need of extra help. They must take action to protect those who are suffering, vulnerable or are likely to suffer significant harm. They must report safeguarding concerns to the DSL. Staff have a responsibility to review and monitor the list of pupils on a regular basis and take appropriate action, working with other services as needed including use of the Early Help Framework.

Staff members must ensure that safeguarding is taught as part of a broad and balanced curriculum, including online safety.

It is unacceptable for those in a position of trust to engage in any behaviour which would be considered abusive. All staff agree to abide by the staff code of conduct which includes, among other things, acceptable use of technologies, staff/pupil relationships and communications using social media (see Appendix 2).

Pupils are encouraged to see our school as a safe place where they can explore and discuss controversial or difficult issues safely.

All staff and regular volunteers will undergo an enhanced DBS check (to be repeated at regular intervals) and a prohibition list check. External volunteers and parent volunteers with a curriculum responsibility will complete the volunteer induction process which complies with the safer recruitment procedures and may involve completing an application form and receiving references. It will always include safeguarding training.

Training

All staff will undertake annual training on our Safeguarding Policy and be required to read Part 1 and Annex A, "Further Information" of KCSIE (see Appendix 1). Annual training will be completed by the DSL and on a 3 yearly cycle by Sheffield Safeguarding Children Board. Training will highlight the signs and symptoms of abuse to look out for, safeguarding issues that can put children at risk of harm, how to raise concerns, the staff code of conduct including online guidance, safer working practices and the role of the DSL. New staff will complete the induction process on arrival, and updates will be given throughout the year as needed in staff meetings.

Regular volunteers (including those who are parents) will also be required to read Part 1 , “Information for all schools and college staff” of KCSIE and/or undergo this training on a regular basis. Signed record sheets will be kept to demonstrate that this has taken place (see volunteer file/parent training records).

Staff and regular volunteers are required to follow the schools safeguarding policy, staff code of conduct, and guidance for safer working practices for those working with children and young people in education settings (see Appendix 3). They should also make themselves aware of the schools designated safeguarding team (see ‘How Our Setting Safeguards Students’ for details and contact information of the safeguarding team.)

Bethany School will regularly review the published policy and guidelines. Opportunities will be provided for staff and governors to contribute to safeguarding arrangements and the safeguarding policy.

The DSL will undergo updated child protection training every year. All staff members will undergo child protection training which is updated regularly, in line with advice from the Local Safeguarding Children’s Board (LSCB). This includes understanding the difference between identifying a safeguarding concern, identifying a vulnerable learner and identifying a child in immediate danger.

Safer Working Practices

Bethany School has regard to *Guidance for Safer Working Practices 2015*. See link below or Appendix 3.

www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf

This policy is to be read in conjunction with all other school policies, including the recruitment policy, complaint policy, whistleblowing policy, data protection policy, good behaviour and discipline policy, attendance policy, SEN policy and online safety policy.

Information Sharing

Bethany School recognises that information sharing is vital in identifying and tackling all forms of abuse and neglect. We are committed to sharing information with safeguarding partners, organisations, agencies and practitioners as required, and are aware of the responsibilities that the Data Protection Act 2018 and GDPR place on us to process information fairly and lawfully and to keep information safe and secure. We know however that fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. Staff who need to share ‘special category personal data’ are aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, or if to gain consent would place a child at risk (KCSIE).

Early Help

Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. Staff should be able to identify the vulnerable children in the school who need this level of support. These children should be identified and monitored. Staff need to understand the difference between a safeguarding concern and a child in immediate danger or at significant risk of harm, as part of identifying vulnerable learners. The DSL will lead when early help is appropriate.

The following indicators might highlight the potential need for early help:

- the child is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- the child is disabled or has specific educational needs;
- the child is a young carer or has family circumstances presenting challenges for the child such as drug or alcohol misuse, mental health issues or domestic abuse;
- the child is at risk of modern slavery, trafficking or exploitation;
- the child is showing early signs of abuse and/or neglect;

- the child is at risk of being radicalised or exploited;
- the child is a privately fostered child or has returned home to their family from care.

Child Protection

The Bethany School safeguarding policy incorporates 'child protection' which relates to pupils who are the victims of neglect and/or physical, sexual and emotional abuse, including extremism and radicalisation. The remainder of this policy sets out agreed guidelines relating to the prevent duty, definitions of abuse, responding to allegations of abuse, practice issues, helping victims of abuse, working with offenders and safer recruitment.

The Prevent Duty

Preventing children from the risk of being drawn into extremism and radicalisation is seen as part of the school's safeguarding duties. The governmental definition of extremism is:

> '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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

As a school and EYFS provider we must demonstrate that we are assessing the risk of and preventing our pupils being drawn into terrorism, challenging extremist ideas and keeping children safe when accessing the internet. Our curriculum is broad and balanced and supports fundamental British Values. We promote mutual respect and understanding and appropriate conflict resolution, to enable our pupils to become responsible citizens, prepared for adult life in Britain.

See policy "Preventing Extremism and Radicalisation" which outlines our commitment in terms of school ethos, teaching approach, staff training and risk assessment.

Indicators of Abuse and Significant Harm

Some children are in need because they are suffering, or likely to suffer, significant harm. *The Children Act 1989* introduced the concept of significant harm as a threshold that justifies compulsory intervention in family life in the best interests of children.

The following definitions of child abuse are taken from KCSIE. They are indicators of abuse which staff should be aware of when considering the well-being of children and the likelihood that they may suffer significant harm.

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 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. It 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. 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 over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of

children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 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 (see KCSIE).

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, for example, 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.
For further definitions of abuse including physical, emotional, sexual abuse or neglect please see Appendix A of KCSIE (found in Appendix 1 of this policy).

Responding to Allegations of Abuse

See Sheffield Children's Safeguarding Partnership document below for detailed referral information, flow chart and contact telephone numbers.

https://www.safeguardingsheffieldchildren.org/assets/1/referring_your_safeguarding_concerns_sept_20a.pdf

Where a child is vulnerable, suffering significant harm or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk (Early Help).

A list of learners is kept, and reviewed annually with all staff. This helps to identify and monitor children who are at risk of or suffering harm and take action to provide effective help as early as possible. Weekly staff meetings provide an opportunity for regular discussion and close monitoring where required.

A **"concern"** is when you are troubled about a child's welfare and you have reasonable cause to suspect a child is suffering, or likely to suffer, significant harm. It involves the child's safety and well-being. See KCSIE for more information about signs and indicators of possible abuse.

Under no circumstances should any member of the school community carry out their own investigation into allegation or suspicion of abuse, however we acknowledge that everyone who encounters children and their families has a role to play in safeguarding children. If a child wants to talk about abuse, the response should be accepting, calm and honest; a child should not be blamed or pushed for information with leading questions. Do not promise confidentiality but instead say that you will help. You should write down a record of what the child has said, when, where and your response as soon as possible after the disclosure.

Concerns about a child must be reported as soon as possible to **Mrs J Baxter** (DSL) or **Mr D Charles** (DSD). Concerns must not be discussed with anyone other than those nominated above. A written record of the concerns should be made and kept in a secure place including visible injury log if necessary.

The role of the DSL/DSD is to collate and clarify the precise details of the allegation or suspicion and pass this information on to the social services department or Sheffield Safeguarding Hub if there is no allocated social worker. An inter-agency assessment may also be conducted. It is the social services task to investigate the matter under Section 47 of *The Children Act 1989*. **Mrs S Walker** (safeguarding governor) will support the DSL/DSD in their role. All parties accept that any information they have in their possession will be shared in a strictly limited way, on a need to know basis.

Bethany School acknowledges the right of any individual as a citizen to make a direct referral to the child protection agencies or seek advice from the Churches Child Protection Advisory Service (CCPAS). If suspicions implicate the DSL or DSD, or if an individual feels the DSL and DSD has not responded appropriately, or if there is a disagreement then the chair of governors should be contacted or direct contact with the CCPAS or other outside agency may be made.

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. If the child's situation does not appear to be improving, the staff member with the concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Allegations of physical injury or neglect

If a child has a physical injury or symptom of neglect, the DSL/DSD will:

- contact Sheffield Safeguarding Hub for advice in cases of deliberate injury, if concerned about a child's safety or if a child is afraid to return home;
- not tell parents or carers unless advised to do so having contacted social services;
- seek medical help if needed urgently, informing the doctor of any suspicions;
- for lesser concerns (e.g. poor parenting), encourage parent/carer to seek help, but not if this places the child at risk of injury;
- where the parent/carer is unwilling to seek help, offer to accompany them. In cases of real concern, if they still fail to act, contact Sheffield Safeguarding Hub;
- seek and follow the advice given by CCPAS (who will confirm their advice in writing) if unsure whether or not to refer a case to Sheffield Safeguarding Hub.

Allegations of sexual abuse

In the event of allegations or suspicions of sexual abuse, the DSL/DSD will:

- contact the Sheffield Safeguarding Hub or Police Child Protection Team direct. They will NOT speak to the parent / carer or anyone else;
- seek and follow the advice given by the CCPAS if, for any reason, they are unsure whether or not to contact social services/police. CCPAS will confirm its advice in writing.

Helping Victims of Abuse

As a Christian school, we are committed to supporting victims of abuse and encouraging them in their faith. The school will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide, whilst ensuring that the best interests of the child is the priority.

Allegations of Abuse Against Staff and Volunteers

If an allegation of abuse is made against a member of staff or volunteer, the allegation should be dealt with by the head teacher and chair of governors who appoint a "case manager". The case manager should inform the LADO if the allegation concerns an adult who has behaved or may have behaved in a way that has harmed a child, committed a criminal offence, indicates that they pose a risk of harming a child or indicates that they are not suitable to work with children. The LADO will determine the nature and scope of any investigation and will advise on employment matters although responsibility for employment rests with the employer. The governors are aware that there is a legal duty to refer to the DBS if a person in regulated activity has/would be dismissed/removed due to safeguarding concerns.

https://www.safeguardingsheffieldchildren.org/assets/1/allegations_of_abuse_against_staff__volunteers_in_education_settings_sept_20a.pdf

Specific Safeguarding Issues

Looked after children and previously looked after children

Bethany School recognises its responsibility to promote the education of looked after children and previously looked after children according to the DfE *Statutory guidance for Local Authorities February 2018*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf

As a non-maintained school we cannot access pupil premium or the virtual school support for previously looked after children. However, as and when a looked after or previously looked after child is placed in Bethany School the DSL will ensure that all staff will have the skills, knowledge and understanding to keep them safe. Staff will monitor their education appropriately, taking care to pay attention to specific attachment and mental health vulnerabilities. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Children with special educational needs and disabilities

Bethany School is aware that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and are at higher risk of abuse and neglect. Disabled children have an equal right to protection from abuse. We know that additional barriers 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;
- communication barriers and difficulties in overcoming these barriers.

All our staff including our SENCO and specially trained support staff are committed to recognising and understanding needs and supporting children with SEN and disabilities.

The use of 'reasonable force'

The term reasonable force covers a range of actions used by staff that involve a degree of physical contact with pupils. Bethany School makes reference to

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

and

https://www.safeguardingsheffieldchildren.org/assets/1/reasonable_force_searching___screening_sept_20a.pdf

where reasonable force is required**.**

Reasonable force is defined as using no more force than needed to control or restrain pupils either passively, i.e. standing between pupils, or to physically hold or bring a pupil under control. All staff can legally use reasonable force to prevent pupils hurting themselves or others, or damaging property and causing disorder. Parental consent is not required, however parents would be spoken to the same day and the incident recorded, via the usual incident reporting system, if a physical intervention has been used. Risk assessments and close monitoring of the need for reasonable force are required to maintain the welfare of pupils and staff members.

In cases where a pupil has frequently behaved disruptively, a risk assessment may point to planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans, and agreeing them with parents and carers. Efforts would be made to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Appropriate adjustments and/or training may be needed for pupils with special educational needs or disability.

Visitors

The head teacher and senior members of staff will use their professional judgment about the need to escort or supervise visitors.

Bethany School will ensure that regular contractor employees have been subject to the appropriate level of DBS check, if any such check is required.

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children.

A record of external visiting speakers is kept in the school office.

Pupils: peer-on-peer abuse

Bethany School acknowledges that pupils could experience peer-on-peer abuse which could include but is not limited to, bullying (including cyberbullying), sexual violence and sexual harassment, physical abuse, financial abuse, sexting and initiating/hazing type violence and rituals. This policy has regard to KCSIE and *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges 2018* (DfE) and

https://www.safeguardingsheffieldchildren.org/assets/1/sexualised_behaviour_sept_20a.pdf

All staff are aware that this type of abuse could occur between pupils of any age or sex and by individuals or groups of children. We strive to create an environment of mutual respect and concern for each other's well-being, where all pupils model and demonstrate kindness to each other and particularly towards younger children. We acknowledge that power imbalances, or vulnerabilities relating to gender, race, social status, intellectual ability, economic wealth, social marginalisation or some other characteristic can all be used to exert power over a peer.

The school is committed to minimising the likelihood of peer-on-peer abuse by being aware of the possibility of it occurring, providing adequate supervision at all times, listening to children's concerns and by fully implementing its good behaviour and discipline policy, anti-bullying policy and online safety policy.

Opportunities for addressing issues of power, vulnerability and consent with the pupils are found in curriculum areas such as tutor time, prayers, relationships and sex education and communication topic and particularly make it clear that bullying, sexual violence and harassment is not acceptable and not part of "banter". Harmful abusive or sexual behaviours including verbal comments, sharing of sexual images, physical aggression, grabbing bottoms or lifting up skirts, and sexual violence will not be tolerated and will be dealt with appropriately.

Staff training will include specific information about how to respond to a report of peer-on-peer abuse. Most cases would be dealt with via the usual school processes relating to the good behaviour and discipline policy and online safety policy, however more serious concerns or allegations would be dealt with via safeguarding procedures. Staff should be aware of:

- how to be observant for indicators and risks associated with peer-on-peer abuse or involvement with criminal networks or gangs such as absence, decline in performance, self-harm, injury or unexplained gifts;
- how to recognise and accept a report, i.e. listening carefully to the child, being non-judgemental, not asking leading questions and only prompting the child where necessary;
- how to write up a report – using the usual incident reporting system but possibly with the addition of the logging concerns report sheets (see safeguarding file);
- the need for all victims to be reassured that they are being taken seriously and they will be supported and helped;
- not promising confidentially at the initial stage but sharing the report as soon as possible with the DSL as per usual safeguarding procedures;
- some groups being potentially more at risk, e.g. girls, children with SEND and LGBT children.

Any suspicion or allegation that a child has been sexually abused or is likely to abuse another child (or adult) should be referred immediately to the DSL, who will refer to the LADO or the police straight away.

A risk assessment will be undertaken with reference to

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

which carefully evaluates the initial report and considers the wishes of the victim and the best interests of both children in terms of shared classes and keeping a reasonable distance. These actions should not be perceived as a judgement of guilt of the alleged perpetrator.

Working with offenders
When someone involved with Bethany School is known to be an offender and the offence does not prevent their involvement, then the governors will organise supervision for the individual concerned and offer pastoral care. In its commitment to the protection of children, governors will set boundaries for that person which they will be expected to keep. The nature of the supervision and the boundaries set will be monitored by the head teacher and reviewed at intervals by the governors.

Child missing from education
A child going missing from education is a potential indicator of abuse or neglect. Bethany School recognises our responsibility to report "missing children" to the local Safeguarding Children Board Officer. A child missing from education is considered to be those who are not on a school roll or are not being suitably educated at home, privately or in alternative provision.

We will inform the LEA if we intend to remove a pupil from the admission register, and of any pupil who fails to attend school regularly or who is absent without permission for a continuous period of 10 days or more. Where there is any concern of abuse or neglect or circumstances which leave pupils at risk of not receiving education, Bethany School will pay particular attention to attendance.

In accordance with *Children Missing from Education Statutory Guidance for Local Authorities, Sept 2019,* Bethany School has regard to the Sheffield Safeguarding Children Board policy 'Children Missing from Education'. See link below:

https://www.safeguardingsheffieldchildren.org/assets/1/children_missing_from_education_home_or_care_sept_20a.pdf

Safeguarding adults
Bethany School recognises that *The Care Act 2014* places a legal requirement on all agencies to ensure that all adults (aged 18 & over) can live without the risk of, or actual, harm or abuse. As a Christian family school, we know that the Bible teaches us to 'love your neighbour' and care for those in need. Bethany School is committed to working with families and is proactive in ensuring the safety of everyone involved in our school. We are concerned for those who need care and support, and are experiencing, or at risk of, abuse or neglect. We acknowledge that there are those who as a result of their care and support needs, are unable to protect themselves from either the risk of, or the experience of abuse or neglect. If an adult in our school community is in need of services, has had their capacity to provide adequate care to a child affected by their vulnerability or may be suffering abuse or exploitation, a staff member or volunteer will:

- ensure the safety of everyone involved;
- obtain the necessary information to make an informed referral if required, possibly using the Early Help Framework;
- discuss with the DSL or DSD
- document the incident and actions in writing and keep in the related child's safeguarding file.

https://www.safeguardingsheffieldchildren.org/assets/1/adult_safeguarding_sept_20a.pdf

Images and mobile telephones
In the EYFS setting, images of the pupils may only be taken for records of work/activities and only be stored on the school's system. Mobile telephones must not be used for recording images and staff must not use a mobile telephone in the setting. Bethany School will implement its online safety and ICT acceptable use policy in order to safeguard children against abusive situations involving images.

Female Genital Mutilation (FGM)
Bethany School is alert to the possibility of girls being at risk from FGM or having suffered from FGM. In the event of a disclosure that FGM has been carried out, staff must **personally** report it to the police and liaise with the DSL. The school can access the following document if the need arises: "Multi-agency Statutory Guidance on FGM" or

https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Honour–based abuse
Bethany School is aware that so-called honour-based abuse is a crime that may be committed against someone who is perceived to have dishonoured the extended family through expressing autonomy,

particularly within the area of sexuality and/or marriage. As with other safeguarding risks, staff will be alert to changes in children's behaviour and circumstances which may indicate a need for help or protection.

https://www.safeguardingsheffieldchildren.org/assets/1/abuse_linked_to_faith___cultural_practice_sept_20a.pdf

Other safeguarding issues

Further examples of safeguarding issues can be found on In KCSIE Part 1 and Appendix A, or on the Sheffield Safeguarding Children website www.safeguardingsheffieldchildren.org

They include, but are not limited to, bullying, including online bullying, mental health issues, child sexual exploitation, upskirting, forced marriage, domestic violence, homelessness, trafficking, gangs and youth violence and drugs.

Bethany School holds policies on mental health, online safety, good behaviour and discipline, Prevent Duty, anti-bullying, SEN, staff recruitment, and educational visits, detailing further guidance on our practice in these areas.

Guidance and practical support on many issues can be sought from expert and professional organisations, if and when needed, using NSPCC and gov.uk websites and links to additional advice and support from KCSIE.

Coronavirus

While the coronavirus pandemic has affected some areas of school life, our commitment to safeguarding remains the same. The interests of the child are paramount and the DSL or DSD is always available on site or via mobile phone to discuss concerns and oversee issues of pupil's health and well-being. The risk assessment for reopening school has been undertaken and followed, procedures for recruitment, induction, training and online safety remain vigilant, and remote learning plans are in place.

Please refer to the blended learning policy for more information regarding how learning takes place off the school site, as needed.

Promoting Spiritual Well-being

Bethany School believes that the reality of the spiritual and eternal dimensions of our lives should not be hidden from our children. Neglecting activities that promote spiritual well-being can result in a 'hardness of heart' that will expose our children to eternal dangers.

Praying with and for our children, reading and explaining the bible to them, regularly taking them to a place of worship, lovingly exercising control over what they watch and read are activities consistent with promoting spiritual well-being and child protection.

Policy Approved and Adopted by Governors on: Monday 12th October

Policy due for review September 2020

Appendices

Appendix 1: Keeping Children Safe in Education 2020 Part 1: Information for all school and college staff

Appendix 2: Code of Conduct for Teaching and Support Staff

Appendix 3: Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings 2015

Appendix 4: Annual Head Teacher's Report to Governors

Finally, brethren, whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, and whatever things are of good report, if there is any virtue and if there is anything praiseworthy meditate on these things. (Philippians 4:8)

Telephone Numbers

Thirtyone eight/Churches Child Protection Advisory Service	0845 120 4550
Sheffield Social Services Duty Social Worker	0114 273 4491
	0114 273 4855 (out of hours)
Sheffield Safeguarding Hub	0114 2734855
South Yorkshire Police	111/999
The NSPCC Helpline	0808 800 5000
The NSPCC Whistleblowing Helpline	0800 028 0285

This policy will be reviewed annually.
Date of next review: September 2021

Appendix 1: Keeping Children Safe In Education Part 1: Information for all school and college staff September 2020

The above document can be found at the link below, in the safeguarding file in the school office, and on the staff notice board in the staff/parent room.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912593/Keeping_children_safe_in_education_part_1_Sep_2020.pdf

Appendix 2: Code of Conduct for Teaching and Support Staff

Bethany School Safeguarding Policy

Code of Conduct for Teaching and Support Staff

Overview

Bethany School seeks to provide a safe and supportive environment for all staff, pupils and volunteers. We aim to protect the well-being of everyone involved and achieve the very best outcomes for pupils in our care.

Roles which have significant leadership or representative responsibilities, e.g. governors and teaching staff, or that are central to fulfilling the aims and purposes of the school both internally or externally, or developing and maintaining our Christian ethos, will usually be held by committed evangelical Christians. This does not apply to parent governors or volunteers, who do not need to be Christians. We believe the school will function

more effectively and harmoniously as an organisation if all employees work with common purpose and values.

Scope

New staff will be asked to confirm they are happy to abide by the code of conduct. It also forms the basis of an understanding of behaviour and expectation of one another for all those existing staff working at the school.

All staff who work in schools set examples of behaviour and conduct which can be copied by pupils. This code helps all staff to understand the high standards of conduct that we expect, and what behaviour is not acceptable in Bethany School as a result of our shared beliefs and values.

Context

This document provides a guide for staff, volunteers and visitors working in the school about acceptable and desirable conduct to protect both adults and pupils. It refers to and complements other policies and guidance in Bethany School including: Whistleblowing Policy, Safeguarding Policy, Good Behaviour and Discipline Policy, Online Safety Policy, Complaints Procedure.

School employees are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

This code of conduct applies to all employees of the school. This code of conduct does not form part of any employees' contract of employment. The school is committed to its staff, to their development both professionally and spiritually and has a duty of care towards each member of the team. The school is committed to act in all circumstances with the best interests of pupils in mind and with compassion, grace and pastoral concern. Members of staff are encouraged to make every reasonable effort and intention to meet the standards of personal conduct and working practice set out in this code of conduct.

All staff are expected to familiarise themselves and comply with all school policies and procedures including those mentioned above.

CODE OF CONDUCT

The following are examples of behaviours we would expect to find within the staff team at Bethany school:

- willingness to give account of a living faith in Jesus Christ within settings and context appropriate to day to day responsibilities;
- regular commitment and participation in the life of a local church;
- the treatment of one another with grace, respect, courtesy, politeness, forgiveness and Christian love;
- honesty and co-operation in our interactions, timekeeping and work practice;
- respect for authority and for individual conscience and diversity as people working together;
- commitment to good stewardship of the school's finance and resources;
- avoiding the use of inappropriate or offensive language;
- avoiding putting themselves at risk of allegations of abusive or unprofessional conduct.

Safeguarding Pupils

Staff have a duty to safeguard pupils from physical abuse, sexual abuse, emotional abuse and neglect.

The duty to safeguard pupils includes the duty to report concerns about a pupil or colleague to the school's Designated Safeguarding Lead (DSL), Mrs Judith Baxter.

Staff should treat children with respect and dignity and must not seriously demean or undermine pupils, their parents or carers, or colleagues.

Staff should not demonstrate behaviours that may be perceived as sarcasm, making jokes at the expense of pupils, embarrassing or humiliating students, discriminating against or favouring pupils.

Staff must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

Disqualification

Disqualification under the Child Care Act applies to staff who work in a child care capacity, whether paid, volunteer or on work placements. Relevant staff are those working in child care, or in a management role because they are: working with reception age children at any time; or working with children older than reception until age eight.

All staff **must** declare if they are disqualified under the *Child Care Act* during their application process**.**

Disqualification by Association applies if a person is living in the same household where another person who is disqualified lives or is employed (disqualification 'by association'), as specified in regulation 9 of the 2018 regulations. Under the 2018 regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in childcare, is disqualified by association.

However, we do expect all staff to inform the school where their relationships and associations, both within and outside of the workplace (including online), may have implications for the safeguarding of children in the school.

If your circumstances change you must inform the school.

Relationships With Pupils

Bethany School accepts that many of our pupils, staff, families and volunteers know each other in a social context through church or other (often family) relationships. We view this as a strength and a core part of our aim to support parent's active participation in Bethany School.

However, staff personal relationships with pupils must be professional and unbiased at all times. Physical relationships with pupils are not permitted and may lead to a criminal conviction. Contact with pupils if required should generally be via normal school means including staff school email addresses.

If contact by a pupil is deemed to be inappropriate, staff should report the contact to the head teacher immediately.

Pupil Development

Staff must comply with school policies and procedures, collaborate with colleagues and with external agencies and follow reasonable instructions that support the development of pupils.

Honesty And Integrity

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

All staff must comply with the *Bribery Act 2010*. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the whistleblowing procedure for schools.

Conduct Outside Of Work

Staff must not engage in conduct outside work that could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance in the school.

Online Safety And Internet Use

Staff must exercise caution when using information technology and be aware of the risks to themselves and others. Regard should be given to the school's Online Safety and ICT Acceptable Use Policy at all times, both inside and outside of work.

Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute. Staff should ensure that they adopt suitably high security settings on any personal profiles they may have.

Staff should exercise caution in their use of all social media or any other web based presence that they may have, including written content, videos or photographs, and views expressed either directly or by 'liking' certain pages or posts established by others.

School related contact with pupils should be made via the use of school email accounts or telephone equipment when appropriate, and not social media accounts. Bethany School staff should not become "friends" with a current pupil online.

Photographs or video footage of students should only be taken using school equipment, for purposes authorised by the school. Any such use should always be transparent and only occur where parental consent has been given. The resultant files from such recording or taking of photographs must be stored in accordance with the schools procedures on school equipment.

Confidentiality

Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil.

All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure.

However, staff have an obligation to share with the head teacher or the school's DSL any information which gives rise to concern about the safety or welfare of a pupil. Staff must **never** promise a pupil that they will not act on information that they are told by the pupil.

Dress And Appearance

All staff must dress in a manner that is appropriate to a professional role and promoting a professional image

Staff should dress in a manner that is not offensive, revealing or sexually provocative

Staff should dress in a manner that is absent from political or other contentious slogans.

Disciplinary Action

Staff should be aware that a failure to comply with this code of conduct could result in disciplinary action including, but not limited to, dismissal.

Compliance

This code of conduct will form part of our school safeguarding training and induction for new staff. A sign sheet record will be kept to demonstrate staff have understood and agree to comply with this code of conduct.

DISCIPLINARY PROCEDURE

Should a difficult situation develop requiring disciplinary action, Bethany School is committed to act, in all situations, with compassion, grace and pastoral concern, and make decisions based on these and the best interests of its pupils.

It is recognised that the Bible outlines specific behaviours as fundamental and, in situations where these may have been contravened, Bethany School would act within a context of grace and compassion. Such issues may be as the result of incapacity or an error of judgement rather than lifestyle choice, and Bethany School undertakes to respond, encouraging restoration.

While the use of disciplinary procedures should always be viewed as a last resort, in no way do they exempt Bethany School from making every possible effort to safeguard the best interests of pupils, to encourage high standards of conduct, or to model good working relationships that convey respect for people and property.

As with any disciplinary investigation, employees will be treated within a context of grace and compassion while time is taken to consider the circumstances of the situation, e.g.

- the severity of the perceived misconduct;
- whether the incident is a ‘one-off’ or part of repeated behaviour or lifestyle;
- any mitigating circumstances, e.g. personal issues;
- the position of trust of the employee within Bethany School;
- Christian maturity and understanding;
- the treatment of similar instances of misconduct by other employees;
- evidence of repentance.

The following is a non-exhaustive list of matters which are considered to be gross misconduct and which would normally result in dismissal. This may include conduct committed outside the course of employment and regardless of whether or not it directly affects employees’ duties or the work of Bethany School:

- any action constituting a serious criminal offence;
- theft, forgery, deliberate falsification or failure to complete records or misrepresentation to the advantage of oneself or others;

- breach of trust;
- disregard for safety precautions thereby endangering oneself and others;
- membership of a group who could oppose Bethany School's basis of faith or expressing views which are contrary to that basis of faith;
- giving false or misleading information during the recruitment process, whether or not material to the decision to employ the member of staff;
- repudiation of our ethical/public stance as set out in our publications from time to time.

It is understood that while every member of staff is vulnerable to behaviour which contravenes that laid out in Scripture, our desire as an organisation is to inspire, encourage and build one another up in the faith in order to honour, obey and glorify God in our work.

Appendix 3 Guidance for Safer Working Practices

This document can be found at the link below or in the school safeguarding file:

www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf

Appendix 4

Annual Head Teacher's Report to Governors under Safeguarding Policy September_____ - August _____

Number of incidents referred to governors under Safeguarding Policy: ____

Number of referrals made to children's safeguarding and specialist services; include the nature of the referral, (physical/sexual/emotional/neglect):____

Number of safeguarding consultations held with the local safeguarding board or CCPAS:____

Total number of 'looked after' children on the role throughout the year:____

Number of 'Early Help' family meetings/Gateway referrals:____

Number of FCAFs completed:____

Number of children reported to children missing in education, including those moved into home education:____

Other comments on safeguarding issues:____

Signed: **(Chair of Governors)**

Date: