

Biddenham International School & Sports College

SAFEGUARDING and CHILD PROTECTION POLICY

This policy should be reviewed in conjunction with the schools [risk assessment](#) and the [COVID Safeguarding Appendix](#)

School Name	Biddenham International School and Sports College
Designated Safeguarding Lead	Clare Warburton clare.warburton@biddenham.beds.sch.uk Tel: 01234 334569
Deputy Designated Safeguarding Lead	Ed Evans ed.evans@biddenham.beds.sch.uk Tel:
Designated Governor for Safeguarding	Carol Bell carole.bell@biddenham.beds.sch.uk Tel: 01234 342521
Designated Lead for Mental Health and Wellbeing and contact details	Abi Speight abi.speight@bidddenham.beds.sch.uk Tel: 01234 334577
Looked after Child Lead	Meredyth Powell Meredyth.powell@biddenham.beds.sch.uk Tel: 01234 334577
Designated Governor for Mental Health and Wellbeing and school contact details	Carol Bell carole.bell@biddenham.beds.sch.uk Tel: 01234 342521
Reviewed annually, date last reviewed	March 2021

Every adult has the right and duty to refer any safeguarding concerns that they have themselves. In the case of a child, this should be direct to the Integrated Front Door Service (IFDS) or in the case of an adult, to the Local Authority Designated Officer (LADO).

SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY

Introduction

This policy aims to provide all members of staff, volunteers, governors, children and young people, and their families/carers with a clear and secure framework for ensuring that all children and young people in the school are protected from harm, both while at school and when away from the school premises. We recognise that as an open site staff should understand and apply the relevant policies such as Health and Safety, Accessibility and Evacuation if required.

This policy should be understood alongside school policies on related safeguarding issues.

Practitioners who work with children and young people in this school will read this policy within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures
- Working Together to Safeguard Children (2019)
- Keeping Children Safe in Education, (KCSIE 2021)
- What to do if you're worried a child is being abused

- Advice for practitioners (March 2015)
- Prevent Duty Guidance: for England and Wales March 2016
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Guidance for safer working practices for those working with children and young people in education settings May 2019 (non-statutory guidance)
- Disqualification under the Childcare Act 2006 (amended July 2018)
- Sexual Violence and Sexual Harassment between Children (May 2018)

- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

As a school, Biddenham believes in supporting all aspects of children and young people's development and learning and keeping children and young people safe.

Definition of safeguarding

- 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 outcomes.

Safeguarding action may be needed to protect children and young people from:

- Neglect
- Physical, sexual or emotional abuse.
- Bullying including online bullying and prejudice-based bullying. Bullying and Cyberbullying - school should have processes in place to support preventing this.
- Racist, disability and homophobic or trans-phobic abuse.
- Gender based violence/violence against women and girls.
- Peer on peer abuse.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- Child criminal exploitation and county lines.
- The impact of new technology on sexual behaviour for example sexting and accessing pornography and online abuse. Online safety needs to be explicitly considered because of the risks of online abuse and peer on peer abuse.
- Teenage relationship abuse.
- Substance misuse.
- Issues specific to a local area or population e.g. gang activity and youth violence and criminal exploitation.
- Domestic violence.
- Female genital mutilation.

- Forced marriage.
- Fabricated or induced illness.
- Poor parenting
- Homelessness
- So-called honour-based violence
- Any other issues that pose a risk to children, young people and vulnerable adults.

Safeguarding also relates to broader aspects of care and education, including:

- Children's and young people's health and safety and well-being, including their emotional and mental health. Staff are required to be aware of mental health problems of students. These can be indicative of the impact of childhood experiences.
- Meeting the needs of children and young people who have special educational needs and/or disabilities (SEND).
- Meeting all the needs of children and young people with vulnerabilities including those who are Looked After (LAC) and those in receipt of Pupil Premium funding.
- The use of reasonable force.
- Meeting the needs of children and young people with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate arrangements to ensure children's and young people's security, taking into account the local context. School should be aware of their Early Help Advisor and local arrangements for support through Early Help.

We take into account:

- Awareness of the needs of Looked After children and previously Looked After Children in the school.
- Children on Child Protection Plans.
- Children with Special Educational Needs and understand their needs and vulnerabilities.
- Children who have a social worker or other external support and understand the vulnerabilities of these children.
- The needs of children subject to support and intervention via Child Protection, Children in need of Early Help and those at risk of being involved and involved in the Criminal Justice system.
- Appropriate safeguarding responses to children and young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate arrangements for children and young people visiting host families, attending work experience and school visits (procedures available in other school policies).
- Awareness of the needs of children and young people with mental health issues including those with eating disorders and those who self-harm.
- The impact of being homeless and in poverty.
- Refugee status including unaccompanied asylum seeking children and young people.

- Children who define themselves as from the Travellers Community.
- The impact of having a family member in prison.

This policy should be understood alongside school policies and procedures which relate to safeguarding issues including our (for individual procedures, please see separate policies):

- [Behaviour Management Policy](#)
- [Confidential Reporting Policy](#)
- [Attendance and Children Missing Education Policy](#)
- [E-Safety Policy](#)
- [Anti-Bullying Policy](#)
- [Mental Health and Wellbeing Policy](#)
- [Data Protection Policy](#)
- [Privacy Notice for Students](#)
- [Medical Needs Policy](#)
- [Health and Safety Policy](#)
- [Accessibility Policy](#)
- [Evacuation Policy](#)

Ethos

We understand that emotional and social aspects of learning create a foundation for all learning. If a child or young person has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children or young people, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours. We recognise and acknowledge the range of environments and experiences and needs of our children and young people.

Mental Health, Emotional Well-being and Resilience

Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience. Staff are trained and children are supported and listened to.

All staff will work to ensure that:

- All children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share and escalate their concerns appropriately.
- Staff are aware that when recognising abuse in pupils with special educational needs and disabilities, additional barriers can exist.
- All staff, volunteers and governors are subject to rigorous recruitment procedures which include enhanced DBS checks.
- All staff recognise and know how to deal with self harm. [School protocol attached](#)

All staff, volunteers and governors are given appropriate support and training to deliver a safe school.

All staff, volunteers and governors who work with/have contact with children and young people will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009. Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

Early help means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

Schools can use a toolkit to support them develop a whole school approach to mental health and wellbeing.

Promoting Positive Mental Health, Emotional Wellbeing and Resilience

All staff at Biddenham should be aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help Assessment (EHA).

If early help and/or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Biddenham School is committed to referring safeguarding concerns via the Designated Safeguarding Lead, Clare Warburton to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child or young person's needs and, where appropriate, to ongoing action to meet those needs.

- We have a Designated Safeguarding Lead (DSL - Clare Warburton) and a Deputy DSL (George Foy) who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, as set out above, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role. The designated safeguarding lead will undertake Prevent awareness training.
- All staff, volunteers and governors are trained in basic Child Protection awareness every three years.
- All staff, volunteers and governors have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people.
- All staff, volunteers and governors will undertake Prevent training.
- All staff, volunteers and governors have read at least Part 1 of 'Keeping Children Safe in Education', current guidance and this includes Annex A which has important additional information about specific forms of abuse and safeguarding issues.
www.gov.uk/government/publications/keeping-children-safe-in-education--2
- We have a designated lead for mental health to oversee the provision and support of mental health and wellbeing in school and to ensure effective links exist with local mental health support agencies.
- All children, young people and their families are familiar with the Child Protection Policy and the policy is published on the school's website.
- We have a designated governor for safeguarding.
- The child protection policy is reviewed at least annually by the DSL and the board of governors and as necessary in line with updated guidance.
- We will use LSCB* escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care. Bedfordscb.proceduresonline
- All staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is agreed by everyone.
- All staff are clear as to whether and what information they can share with colleagues and/or partners including information about parents.
- Access to information should be on a need to know basis and decided case by case.

- Confidentiality is respected as far as possible but the child/young person's welfare is paramount.
- * LSCB - A Local Safeguarding Board is a multi-agency body set up in every local authority. Ours is the Bedford Borough Safeguarding Children Board. The Chair will work closely with the Director of Children's Services. The role of the LSCB is to coordinate what is done by everyone on the LSCB to safeguard and promote the welfare of children in the area. www.bedford.gov.uk/LSCB

The overall role of the LSCB is to coordinate local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together.

The Bedford Borough Safeguarding Children Board's new Multi-Agency Safeguarding arrangements were published on 30th May 2019 and will be implemented from September 2019.

Recognising Abuse

A **child** is anyone who has not yet reached their 18th birthday.

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young people 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/young person. The risk may be within their environment and may relate to extra familial risks.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.

Special Educational Needs

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand 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 or young person's disability without further exploration.
- The potential for children and young people with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The Designated Safeguarding Lead and Designated Teacher for Looked After and previously looked after children have details of a child's social worker and the name of the Virtual School head that looks after the child.

The Governing board must ensure that a designated teacher is appointed to promote the

educational achievement of registered pupils who are looked after.

Types of Abuse

The following definitions have been taken from Working Together 2019.

▪ **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

In the event of an injury being seen or disclosed to a member of staff our staff are highly trained and will:

- Never photograph the injury – instead they will write extensive notes documenting the injury they have seen in great detail. Our staff may also use a body map to further describe the injury they have seen and will be as descriptive as possible.
- Staff are not required to investigate child abuse, nor are they trained to do so. We will gather information and basic first accounts from colleagues and children, where appropriate. This will be documented in written format and will help facilitate police/social services investigations.
- If injuries are seen our designated safeguarding lead will speak to the appropriate agency to obtain permission for any photographs to be taken or arrange for these to be done. These photographs will be taken with two members of staff present and should be stored safely on the safeguarding drive until they can be destroyed

▪ **Emotional abuse**

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

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another - for example where there is fighting or violence in the home.
- 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**

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.

■ **Child Sexual Exploitation- Statutory Definition**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a) in exchange for something the victim needs or wants, and/or
- b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

■ **Signs and Symptoms**

Acquisition of money, clothes, mobile phones etc. without plausible explanation; gang-association and/or isolation from peers/social networks; exclusion or unexplained absences from school, college or work; leaving home/care without explanation and persistently going missing or returning late; excessive receipt of texts/phone calls; returning home under the influence of drugs/alcohol; Inappropriate sexualised behaviour for age/sexually transmitted infections; evidence of/suspicions of physical or sexual assault; relationships with controlling or significantly older individuals or groups; multiple callers (unknown adults or peers); frequenting areas known for sex work; concerning use of internet or other social media; Increasing secretiveness around behaviours; and self-harm or significant changes in emotional well-being.

■ **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may 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).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs and Symptoms

All staff have been trained to recognise symptoms and signs of abuse and neglect and some examples are included here:

- Physical Abuse: antisocial behaviour, finger marked bruising, withdrawn, low weight, anxiety.
- Emotional Abuse: withdrawn, anxiety, lack of confidence.
- Sexual Abuse: inappropriate use of language, anxiety, promiscuity, sexualised behaviour.
- Neglect: withdrawn, low weight, bruising, unsuitable clothing, searching for food and

other behavioural issues regarding emotional responses.

□ **Peer-on-Peer Abuse** (KCSIE, 2019)

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to:

- Bullying (including cyber-bullying).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - Sexual violence and sexual harassment such as rape, assault by penetration.
 - Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.
 - Sexual harassment such as sexual comments remarks jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- Upskirting which typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation distress or alarm.
- Exploitation of others by peers: criminal, financial, sexual.

■ **Serious Violence**

All staff should be aware of the signs that children are at risk of or involved in serious crime. These may include absence from school, change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in wellbeing, signs of assault or unexplained injury. Unexplained gifts or new possessions can also be signs that children are involved in gangs or criminal networks.

Biddenham School follows procedures regarding peer on peer abuse. These procedures aim to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with.

The procedures take into account the different forms peer on peer abuse can take. Abuse is abuse and will not be tolerated or passed off as “banter” or “part of growing up”.

- The procedures clarify how victims of peer on peer abuse will be supported.
- Reflect our approach to sexting.
- Reflect the different gender issues that can be prevalent when dealing with peer on peer abuse.
- Reflect how all children involved will be supported and worked with to reduce and prevent harm.

At all times the child's wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

■ **Online Safety**

The Governing Body ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. The school ensures appropriate filtering and monitoring systems are in place.

Bring your own Device Policy

[E-safety Policy](#)

[Privacy Notice for Staff](#)

[Privacy Notice for Students](#)

Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

▪ **Female Genital Mutilation FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

Staff, volunteers and governors are or must be made aware that there is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 or is at risk of being carried out. Staff will not be examining children for signs of FGM. When staff are made aware through disclosure or seeing something they suspect may be due to FGM, they will follow the Home Office Mandatory Reporting procedures.

www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

▪ **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This can still be exploitation even if the activity appears consensual.

There may be criminal exploitation of children which is centred within illegal/offending behaviour more locally. The aspect of coercion force and safeguarding issues are consistent.

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- It can be perpetrated by individuals or groups, males or females, and young people or adults.
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

There may be criminal exploitation of children which is centred within illegal/offending behaviour more locally. The aspect of coercion force and safeguarding issues are consistent Home Office guidance, Criminal exploitation of children and vulnerable adults: county lines: www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.

▪ **School Attendance and Children Missing Education**

Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff must be aware of our school's Attendance Policy and children missing from education

procedures. This includes children being absent within the school day.

Our school ensures that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually.

▪ **Contextual Safeguarding**

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school. All staff and the designated safeguarding lead will consider the context within which such incidents and behaviours occur. This means we will consider whether wider environmental factors are present in a child or young person’s life that are a threat to their safety and/or welfare.

Schools may wish to consider how their own school environment can be both a place of reducing risks and managing potential risk challenges for children in the school sphere. This includes the risk of Radicalisation and Extremism.

Prevent: Prevent is about safeguarding and supporting those vulnerable to radicalisation and extremist behaviour.

Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism and extremist behaviour www.gov.uk/government/publications/channel-guidance.

Further Information for Staff and Parents

The Bedford Borough Child Protection Procedures outline responses to special circumstances in child protection cases, including issues such as:

▪ Bullying	▪ Parents who misuse substances
▪ Child Sexual Exploitation (CSE)	▪ Pregnancy
▪ * Domestic violence	▪ Private fostering *
▪ Drugs	▪ Self-harming and suicidal behaviour
▪ Fabricated or induced illness	▪ Sexually active children
▪ Faith abuse	▪ Spirit possession or witchcraft
▪ Female genital mutilation (FGM)	▪ Trafficked and exploited children.
▪ Forced marriage	▪ Young carers
▪ Gangs, serious youth violence and violent extremism	▪ Gender-based violence/violence against women and girls (VAWG)
▪ ‘Honour’-based violence (HBV)	▪ Hate
▪ Information and communication technology (ICT)-based forms of abuse, including cyber-bullying	▪ Preventing radicalisation and extremism
▪ Missing from Education care and home	▪ Sexting
▪ Not attending school	▪ Relationship abuse
▪ Parental lack of control	
▪ Parental mental illness	
▪ Parents with learning disabilities	

* Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made

between a parent and a carer for 28 days or more. Parents must inform the school of such arrangements and the school has a duty to inform the Local Authority.

- Operation Encompass - At Biddenham we are working in partnership with Bedford Borough Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally and locally, this scheme is called Operation Encompass. In order to achieve this, the police will share information with the Nominated SPOC (in this case the DSL) of all domestic incidents where one of the pupils in the school has been affected. On receipt of any information, the Nominated SPOC will decide on the appropriate support the child requires. All information sharing and resulting actions will be undertaken in accordance with the 'Operation Encompass guidance for schools'. The information will be recorded and stored in accordance with the record keeping procedures outlined in this policy.

Roles and Responsibilities

▪ The Designated Safeguarding Lead (DSL)

The DSL is the person who takes the lead responsibility for child protection, including support for other staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our Deputy DSL is trained to the same level as the DSL. Our DSL will normally be the person who responds to allegations made against members of staff, volunteers or governors.

The DSL must be a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Refer suspected abuse and neglect to the Multi Agency Safeguarding Hub (MASH).
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO.
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Ensure that all volunteers, governors and staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer/person raising an issue.
- Provide support and advice to all members of staff regarding child protection concerns.
- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child/young person's child protection file is copied for the new educational establishment as soon as possible when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff, volunteers and governors receive appropriate Child Protection and Safeguarding Training, and maintain training records.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- The school or college's Designated Safeguarding Lead (and Deputy) are aware of local procedures for making a Channel referral.*

* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being radicalised/exposed to extremist behaviour (Terrorism).

▪ **Responsibilities of All staff members**

- It is the responsibility of all members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.
- To recognise that their observation/concern may contribute to establishing a picture of risk and that all safeguarding concerns are relevant.
- The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child young person or family that the DSL may have.
- All staff members are aware of the signs of abuse and neglect and always act in the best interests of the child and young person.
- All staff, including Newly Qualified Teachers (NQTs), and volunteers, receive training and ongoing training to equip them with a broad understanding of mental health needs appropriate to the age of the pupils in our school.
- All staff, volunteers and governors receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction in line with advice from the LSCB.
- All staff to be encouraged to report concerns and systems are in place within the school to explain how their concerns have been dealt with. (Consider an escalation system within the school if the individual who reported the concern does not believe all appropriate action has been taken).
- All staff, volunteers and governors are aware of systems within the school which support safeguarding and these are explained to them as part of staff induction.
- All staff, volunteers and governors are aware of the procedures for reporting that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 or is at risk of FGM being carried out. This must be reported to the police and the DSL.

▪ **The Governor with Responsibility for Safeguarding**

The Governing Board must have regard to the DfE guidance 'Keeping Children Safe in Education', 2019 to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

The role of the Governor with responsibility for safeguarding includes ensuring:

- A DSL has been appointed and trained.
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law.
- That sufficient time and resources are allocated to the DSL to carry out their role effectively.
- All staff /governors/volunteers have received safeguarding training including induction training for all staff and at regular intervals.
- The Single Central Record* is accurate and up to date with records for teaching and non-teaching staff, volunteers and governors.
- Numbers and trends of safeguarding issues are monitored.
- Regular meetings with DSL.
- The School child protection and safeguarding policies are updated in line with legislation and annually.
- Governing Board is informed about safeguarding regularly and provided with an annual report.

- Support DSL and Headteacher in preparing for Ofsted and other inspections.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks and Section 128 checks.

* Single central record (SCR) - All schools must have a SCR of recruitment, as recommended by the Department for Education. This is used to log all safer recruitment checks, including details of Disclosure and Barring Service Check (DBS).

Child Protection Procedures and Information Sharing

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Information is held safely and securely. Staff and volunteers understand the importance of sharing information as early as possible. If staff or volunteers are unsure about whether or not to share information they understand that they must speak to the Designated Safeguarding Lead. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. This includes allowing practitioners to share information without consent.

Our schools Data Protection Policy can be found on the school website.

a) **You have a concern about a child/young person's wellbeing**, based on:

- Something the child/young person/parent has told you.
- Something you have noticed about the child/young person's behaviour, health, or appearance.
- Something another professional said or did.

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child or young person.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small.

- b) **Decide whether you need to find out more** by asking the child/young person, or their parent/carer to clarify your concerns, being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?
- c) **Let the child/young person/parent/carer know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns.

Do not promise to keep what they tell you secret.

Example: 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.

- d) **Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither of these staff members is available, speak to the Head teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.
- e) **Make a written record** as soon as possible after the event, there are forms in the main reception that can be used, noting:
- Name of child/young person.
 - Date, time and place.
 - Who else was present?
 - What was said?/What happened?/What did you notice - speech, behaviour, mood,

- drawings, games or appearance?
- If the child, young person or parent spoke, record their words rather than your interpretation.
- Analysis of what you observed and why it is a cause for concern.

All verbal conversations are promptly recorded.

- f) The DSL may take advice from the Integrated Front Door (IFD).
- g) The DSL makes the referral to IFD.
The referral will note all previous interventions by the school with the child/young person, any relevant history relating to the child/young person, their siblings or the family. There is a multi-agency enquiry form on the Bedford Borough Safeguarding Children Board website. www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/are_you_worried_about_a_child.aspx. The child or young person may be the responsibility of another local authority depending on their home address or legal status, but the MASH is still the first point of contact.

The DSL shares information with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

- h) The DSL informs parent that they have made a Child Protection referral, if the parent does not already know, and if there is no reason not to let them know. If unclear, it is recommended advice is sought from IFD. IFD may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child or young person at further risk, to prevent them being harmed or intimidated (and retracting their disclosure).

In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

- i) The DSL remains in close communication with other professionals around the child / young person and with the wider family (depending on the nature of the suspected abuse), in order to share any updates about the child / young person.
If a child protection investigation is pursued, the DSL and other key school staff will:
- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
 - Attend a child protection conference when invited and provide updated information about the child/young person.
 - Attend any strategy meetings/discussions in relation to the child.
 - Attend any subsequent child protection review conferences.
 - Attend core group meetings and take an active role in the implementation of the protection plan.

Where there is a safeguarding concern Governing Boards and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the best interests of the child at their heart. **The views of students will be sought by an appropriate member of staff, often of their choosing.**

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise, record and refer.

Safer Recruitment

Keeping Children Safe in Education 2019 highlights Safer Recruitment processes in education settings. At least one member of our staff on every recruitment panel has undertaken training in Safer Recruitment. Our recruitment and selection process ensures that staff, volunteers and governors have undertaken appropriate safeguarding checks including:

Identity Check.

- Enhanced Disclosure and Barring Service (DBS) checks.
- Staff barred list checks.
- Two references with at least one being from the previous employer.
- A record of the interview is kept.
- Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- Volunteers are appropriately supervised.
- Check of professional qualifications.
- Check to establish the person's right to work in the UK.
- Further checks on people who have lived or worked outside the UK.
- For agency and third party supply staff written confirmation that the business supplying the staff has carried out relevant checks and obtained appropriate certificates.
- Our school follows advice in the Disqualification by Association under the Childcare Act 2006 (as amended).

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
 - Reject inappropriate candidates at the application and interview stages.
-
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

The school has procedures in place to make a prompt DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.

Volunteers who have not had checks undertaken are not left unsupervised or allowed to work in regulated activity.

▪ **Allegations Against Staff**

An allegation or concern that any person who works with children or young people, in conjunction with his/her employment in either a paid or unpaid capacity, or voluntary activity has:

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

▪ **Organisation Responsibilities**

- Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

- All allegations against staff or volunteers should be immediately brought to the attention of the Head teacher.
- If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.
- In all cases, **the Local Authority Designated Officer (LADO)** should be notified.

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team. Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

▪ **The Head teacher will take the following actions:**

- Ensure that the child or young person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made.
- Contact the LADO in Bedford Borough immediately.
- Contact the parents/carers of the child/young person following advice from the LADO.
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation.
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect a child or young person is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

▪ **Visitors/contractors/suppliers**

- All visitors should be required to sign in at the front desk and wear a visitor badge.
- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children and young people should not be collected by people other than their parents unless notification has been received in advance.
- Regular contractors who are carrying out work around the school building, unsupervised, should be subject to the same enhanced DBS checks as staff, volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request (e.g. references).

▪ **Supporting School Provision**

We ensure safeguarding, including internet safety, is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Our school plays an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides

opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable our school to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- ELS - Essential Life Skills
- Citizenship Curriculum.
- Wellbeing provision
- ARC Centre
- Sexual Health Initiatives.
- School Nurse Checks.
- Sanctuary Counselling
- Chelsea's Choice

▪ **Use of Force, Restraint and Positive Handling**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain exceptional circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff, volunteer or governor may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: *Use of reasonable force: Advice for Head teachers, staff and governing bodies*, July 2013.

▪ **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff, volunteers and governors to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child/young person
- Physical contact/restraint
- Social contact outside setting/appropriate boundaries
- Gifts and favouritism
- Behaviour management

- Intimate care
- Administration of medicine
- Safe use of technology (Security/internet/mobile phones/digital images of children, etc.)
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following policies:

- Central record of recruitment and vetting checks Policy
- Disability and Equality Policy
- Staff Discipline, Conduct and Grievance Policy
- Whistleblowing Policy

Child Protection Training

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is our practice to include a safeguarding and child protection agenda item in all staff meetings.

All members of staff, volunteers and school governors, undertake single-agency, basic awareness child protection training at least once every three years.

In addition, the designated members of staff will undertake multi-agency training every two years.

Staff, volunteers and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes provision of links to relevant policy, research, national documents, e.g. County Lines contextual safeguarding.

Staff receive training about the safeguarding issues surrounding the internet and other online technologies.

Our school provides briefings for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home.

▪ **Prevent and Extremist Ideology**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. These fundamental values are woven into our curriculum.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. This would be after a referral to IFD identifying this as a specific risk.

Implementation, Dissemination and Review Strategies

This policy is reviewed annually by the DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff, volunteers and governors read and agree the child protection policy before the start of their employment/volunteering/governor role.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the Bedford Borough Child Protection Procedures and Keeping Children Safe in Education (KCSIE 2019) are easily accessible on the School website.

Useful Contacts:

Integrated Front Door

(IFD) Tel: 01234 718700

Email: multiagency@bedford.gov.uk

Local Authority Designated

Officer Tel: 01234 276693

Email: lado@bedford.gov.uk

Bedford Borough Safeguarding Children

Board Tel: 01234 276512

Email: lscb@bedford.gov.uk

Website: www.bedford.gov.uk/lscb

Children Missing Education Officer

Tel: 01234 2281178

Date of Next Review: **March 2023**

Child Protection COVID-19 arrangements**Appendix Date: September 2020 - UPDATED January 2021**

Although day-to-day working arrangements may be different, the key principles of our organisation's safeguarding and child protection policy remain the same.

- Children's welfare always comes first.
- If anyone has a concern about a child they should act immediately following our safeguarding and child protection procedures.
- A nominated child protection lead or Designated Safeguarding Lead (DSL) should always be available to deal with concerns and there should be people who are trained to deputise in their absence ie Deputy Designated Safeguarding Lead (DDSL)
- Safe recruitment practices should be followed.

Biddenham recognises that during the Covid 19 period and given the potential for further school closures or partial closures this appendix and the school's safeguarding arrangements will be kept under review.

Designated Safeguarding Lead (DSL)	Clare Warburton	Clare Warburton clare.warburton@biddenham.beds.sch.uk	Tel: 01234 334569
Deputy Designated Safeguarding Lead (DDSL)	Ed Evans	Ed Evans ed.evans@biddenham.beds.sch.uk	Tel: 01234 334550
Chair of Governors	Carole Bell	carole.bell@biddenham.beds.sch.uk	Tel: 01234 342521
Principal	David Bailey	david.bailey@biddenham.beds.sch.uk	Tel: 01234 342521
Designated Lead for Mental Health and Wellbeing	Abi Speight	abigail.speight@bidddenham.beds.sch.uk	Tel: 01234 334577

This annex provides guidance to all adults working within the school whether paid or voluntary or directly employed by the school or by a third party. Keeping Children Safe in Education is statutory safeguarding guidance we will continue to have regard to as per our legislative duty.

The government has provided additional guidance to support governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) in order that they can continue to have appropriate regard to KCSIE and keep their children safe. The additional guidance for the COVID-19 period can be found here:

<https://www.gov.uk/coronavirus/education-and-childcare>

This annex should be read alongside Biddenham School's Child Protection policy, Part 1 and Annex Keeping Children Safe in Education 2020,

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91259/2/Keeping_children_safe_in_education_Sep_2020.pdf

1. Taking into consideration our COVID - 19 risk assessment, the school will consider what action to take should there be any reported cases of Covid 19 within the school community or if there is a further local or national lockdown due to Covid 19.
2. During any further school closures or partial closures due to COVID-19, the school's plans and risk assessments will consider how provision is made for children of key workers and those defined by the government as vulnerable. The school will contact and inform the school community of its approach if a further school closure is needed.
3. Our safeguarding team has identified any child that they consider to be vulnerable and has developed strategies to monitor their safety, wellbeing and welfare during any further lockdown or partial school closure if they are not attending school. An offsite contact number for the school has been set up, this has been published on the school website (07901 804938), has been sent to families via newsletter and those most vulnerable by text or in person.
4. During further lockdowns tutors or other identified staff will call pupils weekly to check on wellbeing. If they are unable to make contact by telephone they should email and if they do not receive a reply should report to the relevant HOY. Additionally tutors will make contact twice weekly during Essential Life Skills lessons and an additional tutor time. Teaching assistants will call vulnerable SEND families weekly in addition to tutor calls. Heads of Year will monitor additional families. Schools have flexibility and are able to offer a place to those children they determine to be vulnerable, particularly those who are on the edge of receiving support or assessment from children's services. Biddenham will continue to work with and support children's services to help protect vulnerable children. This is especially important during the COVID-19 period.
5. During this time, Biddenham will do what it reasonably can in order to keep all of our children safe. In most cases, the majority of our children will not physically be attending the school. It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns will be dealt with in line with our main Child Protection policy and local safeguarding arrangements. Where appropriate, referrals will be made to children's services and as required, the police, without delay. The government defines vulnerable children as those who have a social worker and those children and young people up until the age of 25 who have an Education, Health and Care Plan (EHCP).
6. Schools should ensure there is always a trained DSL or deputy available to contact and the school's normal procedures for contacting the DSL/deputy DSL should be followed. The school will make clear its arrangements for contacting the Designated Safeguarding Lead/Deputy Designated Safeguarding Leads:
7. All safeguarding concerns should be reported without delay to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads. It is recognised however that this may not be possible and where this is the case, we will consider the following options:
 - A trained DSL or deputy is available to be contacted via phone, email or video call when working from home.
 - If it is not possible to contact the DSL or deputy, Biddenham will ensure that there is a senior leader who takes responsibility for coordinating safeguarding.
 - This senior leader can also take advice from Bedford Borough Children's Services.
8. When the school building is closed to all children, staff should follow the procedures set out in the main Child Protection policy for contacting and reporting concerns to the DSL and/or deputy. A member of the Designated Safeguarding Team will be available on the telephone to receive concerns directly. The DSL will ensure that the school is represented at all multi agency meetings in an appropriate way by identifying a secure and confidential space where virtual attendance at

meetings can take place, without interruption. School will ensure there is access to appropriate technology to support this.

9. Safeguarding supervision for the safeguarding team will continue to take place in order to review actions and decisions made, and support emotional wellbeing. We will consider how this is managed should staff be required to work remotely, or on a rotational basis, to ensure all staff are able to participate in and have access to appropriate supervision. It is essential that all staff and volunteers have access to a trained DSL or deputy and are made aware of the arrangements on how to speak to them.

Throughout the COVID-19 period, the safeguarding team will continue to engage with social workers and attend and contribute to all multi-agency meetings, as determined by the local procedures for remote meetings.

Safeguarding procedures

1. If the school is closed or partially open then we will continue to follow our child protection, managing allegations policies and staff code of conduct. The school will continue to follow normal Local Safeguarding Children Board Procedures.
2. If the school is partially open with a reduced staffing on site then everyone will be aware of children with specific safeguarding or health needs or disabilities. Medicines should be stored and administered safely. Everyone should be clear as to the setting's child protection and fire evacuation procedures. Everyone on site should know how to contact the school's Designated Safeguarding Lead/Deputies and First Aiders. If staff are working on a rota basis, there should always be appropriately trained key personnel on site.
3. Where staff in school have a concern about a child, they should continue to follow the process outlined in our main Child Protection policy. Staff are reminded of the need to report any safeguarding concern immediately and without delay to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads. The revised statutory guidance, Keeping Children Safe in Education (DfE 2020) emphasises the need to report any safeguarding concerns related to a child's mental health to the school's Designated Safeguarding Lead/Deputy Designated Safeguarding Leads.
4. If any member of staff believes a child is at risk of harm then the Designated Safeguarding Lead should ring the Integrated Front Door Service (IFDS), without delay. If the Designated Safeguarding Lead is unavailable then any member of staff can contact Children's services at Bedford Borough Council (01234 718700). If a child is in immediate/imminent danger then staff should ring the police.
5. Concerns regarding the conduct of any adult working on site (staff member, volunteer, supply staff, other third-party staff) should continue to be dealt with in line with the school's managing allegations policy and local safeguarding children partnership procedures.
6. All staff should remain vigilant to poor or erratic attendance being an indicator of safeguarding concerns particularly neglect or child exploitation. This will be monitored additionally by our attendance officers. Educational Welfare Service (EWS) can provide additional guidance and escalation processes for monitoring the attendance of vulnerable students including when children suddenly stop attending and cannot be contacted. In these circumstances the school will act, without delay, to establish the welfare of a child. Attendance issues will continue to be discussed during safeguarding supervision meetings. If the school is only partially open or closed due to Covid 19 it will continue to monitor all vulnerable children by contacting them regularly and asking EWS to make home visits as required.

Safer Recruitment

1. The government introduced temporary changes to support the ID checking during lockdown:
<https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>

2. In all cases all the DfE employment checks set out in Keeping Children Safe in Education will need to have been completed including ensuring all original documents have been seen. Where schools are using volunteers, they should continue to follow the checking and risk assessment process set out in Keeping Children Safe in Education.
3. It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Schools should continue to follow the relevant safer recruitment processes for their setting, set out in part 3 of Keeping Children Safe in Education.
4. Biddenham will ensure that there are no circumstances where a volunteer who has not been checked will be left unsupervised with children or allowed to work in regulated activity. If new staff or volunteers are recruited, the usual Safer Recruitment processes will be followed, and they will also be provided with a safeguarding induction.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

Mental Health

1. It is acknowledged that the current circumstances surrounding COVID-19 are particularly stressful and may cause increased anxieties and stress for all members of our school community. When children and staff are away from their usual routine and social contact, this can become a negative and stressful experience.
2. Biddenham will ensure there is appropriate support available for the whole school community at this time. Support can include existing provision in the school, or from specialist staff or support services.
3. Where children of critical workers and vulnerable children continue to attend the setting, appropriate support will be offered to them whilst on site. All staff should be able to recognise behaviours in children that might suggest they are experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following the school's child protection policy.
4. Children significantly struggling with their mental health, should be deemed vulnerable and offered a place in school. A discussion should take place with the DSL.
5. The school community can also be signposted to the government's advice on supporting children and young people's mental health during the COVID-19 outbreak, available here:

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

Staff should also be aware of the mental health of their pupils and parents when setting expectations regarding pupil's work when they are at home.

Online safety

1. School staff should continue to refer to the guidance for online safety in the main child protection policy and continue to follow our existing staff code of conduct/IT acceptable use policy.
[E-Safety Online Policy](#)
[Acceptable Use Policy](#)
[Code of Conduct Policy](#)
2. Biddenham will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources.
3. Measures will be put in place to ensure safe IT arrangements and Biddenham will consider what the contingency arrangements are if the named IT staff become unavailable.
4. In the consideration of online safety the DfE have revised Annex C of Keeping Children Safe in Education which now provides guidance in respect of education at home: where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: 'Safeguarding in schools colleges and other providers' and 'Safeguarding and remote education'

5. The school will also take account of the following guidance:
 - NSPCC -Support for parents and carers to keep children safe online
 - [NSPCC- Online safety during the coronavirus](#)

6. Where children are not physically attending school, Biddenham will consider the safety of our children when they are asked to work online. The starting point for online teaching remains the same as the principles set out in our school's staff code of conduct. This policy includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. This policy applies equally to any existing or new online and distance learning arrangements which have been introduced. It will be important to consider the following
 - Ideally, virtual sessions should be delivered to groups only. Where remote access is used to deliver 1:1 sessions staff should discuss with their Head of department and line manager
 - When planning delivery of live sessions, staff should consider the needs and profiles of each student intended to receive the session and risk assess accordingly.
 - Staff and children/young people must wear suitable clothing, as should anyone else in the household.
 - Any computers used should be in appropriate areas, for example, not in bedrooms, and the background should be blurred if appropriate.
 - Language must be professional and appropriate, including that of any family members in the background.
 - Staff must only use platforms specified by senior managers and approved by the IT network manager/provider to communicate with students.
 - Staff should record attendance of any sessions held.

7. The principles set out in the guidance for safer working practice for those working with children and young people in education settings alongside the COVID addendum to this guidance should be adhered to by all staff.

8. Any online learning tools or systems recommended for use by Biddenham, are to be in line with privacy and data protection/GDPR requirements. Advice will be sought from Safeguarding Team and IT Technician before publicising resources.

9. Our school will also be in contact with parents and carers during this time. Communication with parents will reinforce the importance of children being safe online. Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online, including members of staff from our school.

Support for parents and carers to keep their children safe online includes:

Internet matters

https://www.internetmatters.org/?gclid=EAlaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAYASAAEgIJ5vD_BwE

London Grid for Learning <https://www.lgfl.net/online-safety/default.aspx>

Net-aware -<https://www.net-aware.org.uk/>

NSPCC <https://www.nspcc.org.uk/>

Thinkuknow <https://www.thinkuknow.co.uk/>

UK Safer Internet Centre - advice for parents and carers <https://www.saferinternet.org.uk/>

Peer on Peer Abuse Process Guidance

“Sometimes the people that you chill with want you to do certain things that you don’t want to do, but you have to do it because you’re part of that crew, you’re part of it.” (Participant, 13 years old)

The Governors, Senior Leadership Team, and all staff and volunteers at Biddenham International School and Sports College are committed to the prevention, early identification and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the School
In particular, we:

- believe that in order to protect children, all schools should (a) be aware of the level and nature of risk to which their [pupils/students] are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a contextual whole-school approach to preventing and responding to peer-on-peer abuse;
- regard the introduction of this policy as a preventative measure, and do not feel it is acceptable merely to take a reactive approach to peer-on-peer abuse in response to alleged incidents of it;
- recognise national and increasing concern about this issue, and wish to implement this process in order to ensure that our [pupils/students] are safe; and
- Encourage parents to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School so that it can ensure that appropriate and prompt action is taken in response.

Keeping Children Safe in Education, 2019 states that:

“Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.”

The document also states it is most important to ensure opportunities of seeking the voice of the child are heard:

“Governing bodies, proprietors and school or college leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.”

While it is recommended that Peer on Peer abuse is part of the Child Protection Policy, due to the sensitive nature and specific issues involved with peer on peer abuse we have completed this separate policy appendix.

At Biddenham International School and Sports College we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child’s emotional and mental health and well-being.

Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned

and supportive response to the issues.

At Biddenham School we have the following policies in place that should be read in conjunction with these procedures. For individual procedures please see separate policies.

- [Behaviour Management Policy](#)
- [Attendance and Children Missing Education Policy](#)
- [E-Safety Policy](#)
- [Anti-Bullying Policy](#)
- [Mental Health and Wellbeing Policy](#)
- [Data Protection Policy](#)
- [Medical Needs Policy](#)
- [Health and Safety Policy](#)
- [Accessibility Policy](#)
- [Evacuation Policy](#)
- [Confidential Reporting Policy \(also known as 'Whistle Blowing'\)](#)

Framework and Legislation

This policy is supported by the key principles of the Children's Act, 1989 that the child's welfare is paramount. Another key document that focuses adult thinking towards the views of the child is Working Together, 2018, highlighting that every assessment of a child, 'must be informed by the views of the child' and within that 'It is important to understand the resilience of the individual child when planning appropriate services. (Working Together, 2019) This is clearly echoed by Keeping Children Safe in Education, 2019 through ensuring procedures are in place in schools and settings to hear the voice of the child.

Introduction to abuse and harmful behaviour

"I beat them with words. This is most hurtful." (Boy, 18)

"Initially I thought it [him calling to ask where I was and wanting details of who I met and what I was doing] was ok... I even kind of liked it, you know... I thought it was a sign he really cared for me." (Girl, 15)

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. It is important to consider the forms abuse may take and the subsequent actions required. Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse (please see the child protection policy for indicators of abuse) and can include:

- Failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected.
- Physical injuries.
- Experiencing difficulties with mental health and/or emotional wellbeing.
- Becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks; suffering from nightmares or lack of sleep or sleeping too much.
- Broader changes in behaviour including alcohol or substance misuse.
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age.
- Abusive behaviour towards others.

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

- Physical abuse e.g. biting, hitting, kicking, hair pulling etc.
- Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc.
- Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.
- Bullying (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behaviour must be aggressive and include:
 - **An Imbalance of Power:** Young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others.

Power imbalances can change over time and in different situations, even if they involve the same people.

- **Repetition:** Bullying behaviours happen more than once or have the potential to happen more than once. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.
- **Cyberbullying:** is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

Cyberbullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2017. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

- **Sexting:** is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

- **Initiation/Hazing:** Hazing is a form of initiation. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. The link to gangs is clearly seen and should be considered in any assessment.
- **Prejudiced Behaviour:** The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society - in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).
- **Teenage relationship abuse:** Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action taken from all staff

Additional support can be found at:

www.bedford.gov.uk/schools-education-and-childcare/school-standards/support-for-schools/behaviour-and-safeguarding/

Any response should:

- Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate).
- Treat all children involved as being at potential risk: while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. Schools should ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter.
- Take into account that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the School); family; the School environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; and - the potential complexity of peer-on-peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting; - the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm. It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

If a student is in immediate danger, or at risk of significant harm, a referral to children's social care (if the student is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made. After an initial investigation of the events, even if there is not clear evidence of harm, advice should be taken from the local multi agency support team.

Initially speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?
Decide on your next course of action:

- If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.
- If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.
- It may also be that social care feels that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.
- Informing parents.
- If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

DSLs should always use their professional judgement to determine whether it is appropriate for alleged behaviour to be to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact Bedford IFD Team immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with Bedford IFD Team and agree on a course of action, which may include:

- a) Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinary apply. However, where support from local agencies is not available, the School may need to handle allegations/concerns internally. In these cases, the School will engage and seek advice from external specialists (either in the private and/or voluntary sector).
- b) Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These

services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.

- c) Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. As a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.
- d) Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

- For the young person who has been harmed
 - What support they require depends on the individual young person. It may be that they wish to seek counselling or support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.
 - Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently. If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.
- For the young person who has displayed harmful behaviour
 - In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be

required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Support through our school wellbeing system will be vital and should consider whether counselling is necessary and whether and ARC referral is needed to support a transition back into school. Regular reviews with the young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings

For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly for schools and settings is recognition that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

This can be supported by ensuring that each school/setting has an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment, it is necessary for whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer on peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Having a school forum and pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

Allegations of abuse made against staff

This section of the policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the local authority

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the

allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the ‘investigating officer’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The investigating officer may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the investigating officer will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the investigating officer will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children’s social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Staff who are members of a Union will be advised to seek support from them. Staff can also elicit the support of a colleague or the wellbeing support used by the school.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The investigating officer will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern

has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Governing Body will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)
- When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The investigating officer will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the investigating officer and the school's HR adviser will discuss with the LADO whether to make a referral to the

DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the investigating officer and HR adviser will discuss with the LADO whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the investigating officer will consider how best to facilitate this.

The investigating officer will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The investigating officer will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The investigating officer will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

First Aid and Administration of Medication

Staff should liaise with the Sanctuary at all times when concerned about the health and wellbeing of children and young people at the school. It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication. Health and Safety legislation places duties on all employers to ensure appropriate health and safety policies are in place and an appropriate person is appointed to take charge of first aid arrangements. Therefore all schools must have trained first aiders/appointed persons. Biddenham have 10 First Aiders. Appropriate regard should be paid to current guidance:

- Managing medicine in schools and Early Years (Ref 1448 - 2005)
- DfE's guidance for first aid in schools 1988
- www.teachernet.gov.uk/whole-school/health-and-safety/first-aid

Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them.

Depending upon the age and understanding of the child, they should where appropriate (and with the permission of the parents as necessary) be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers. Where possible the view of the relevant GP should be obtained.

If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the Sanctuary at the earliest opportunity. All administrations of medicine should be recorded. When administering first aid, staff should try to ensure that another adult is present or aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that schools should:

- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is regularly monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.
- Ensure that staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention.

This means that staff/adults should:

- Adhere to the school's safety policy (and policy for administering first aid or medication).
- Adhere to the school's intimate care procedures.
- Make other staff aware of the task being undertaken.
- Comply with the necessary reporting requirements.
- Report and record any administration of first aid or training.
- Always act and be seen to act in the child's best interest.

- Ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.
- Explain to the child what is happening.
- Have regard to any health plan which is in place.

Whistle Blowing

Employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the school. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk. They have access to the school's [Confidential Reporting Policy \(also known as 'Whistle Blowing'\)](#).

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The Authority's confidential reporting code also referred to as the 'whistle blowing' policy, makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem.

As a first step, concerns should normally be raised with an individual's immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if an individual believes that management is involved, they should approach the Local Authority Designated Officer (LADO) at Bedford Borough.

Local Authority Escalation Procedure Resolution

A formal Local Authority Escalation Procedure Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010) is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below:

- If you feel that a decision made by another professional leaves a child at risk of harm.
- Articulate your views.
- Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.
- Ask for the other professional to provide written confirmation of their decision and their reasons for it.
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention.
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it is expected.

In line with '*Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)*', the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Headteacher.

Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- Under the age of 16 (under 18 if disabled).
- By someone other than a close relative.
- With the intention that it should last for 28 days or more.
- Private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period.
- Where the child is looked after by a LA.
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation.
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday).
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

Chronology Template

In the front of the child protection file should be a 'chronology'. This is like a diary which lists in chronological order each relevant event & includes details such as date, time, name of person involved/spoken to, rationale for decision making and paperwork generated (see example below).

Child Protection/Expression of Concern - Chronology Form

Name of Child		Date of Birth	
Tutor group		Status	
Social Worker		Previous IFD Referral's?	

Date	Concern/ Event	Chronology	Actions/ Result/Rationale	Evidence	Signed
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Equality & Diversity Issues in Safeguarding & Child Protection

This appendix highlights how equality and diversity issues and characteristics can impact on the safety and wellbeing of pupils.

General/Factors to consider

- Communication difficulties may exist as a result of language barriers, physical & learning disability or age. Children and young people with communication difficulties may not easily be able to let someone know that they are being abused.
- Some Ethnic Minority families are less likely to understand the role of Social Services, often because of language or cultural differences.
- The personal care or behaviour management of a child with disabilities may leave some families more vulnerable to accusations of abuse. Some practices, such as personal care, medical interventions, or restraint may be seen to be abusive.
- Parents and carers with a disability / health issue (including learning disabilities, mental health and addiction problems) may be unfairly viewed as less able to care for their children.
- Parents in same - sex relationships may have concerns that their sexual orientation will be seen as a risk factor for their child.
- An Ofsted evaluation of serious case reviews April 2008 to March 2009 concluded that issues of disability often masked child protection concerns and that in half of cases involving children with disabilities, there was a failure to recognise the increased vulnerability of disabled children, for example to child sex abuse.
- Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life-spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.
- Racial harassment is often not seen as a child protection issue or as a factor in neighbours maliciously reporting concerns.
- Women are more likely to report, consult for and be diagnosed with depression and anxiety.
- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty (ESMH).
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men.
- All forms of substance abuse are more common in men.
- Alcohol disorders are twice as common in men, although binge drinking is increasing at a faster rate among young women.
- Incidence rates of most sexually transmitted infections are rising, with the increase being greater in women than men.
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)

- In 2008 the Forced Marriage Unit received over 1600 calls to its helpline on suspected incidences of forced marriage. (HO)

Bullying & Discrimination

- Studies claim that at least **16 children commit suicide as a direct result of bullying in the UK every year.**
- In an Ofsted analysis of serious case reviews (April 2008 - March 2009) **10 out of the 25 children** who died in the 11+ age group, committed suicide.
- There is a need to **educate children about diversity** from lower school level and to **teach young children not to stereotype and to respect differences.**
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour.
- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. More boys than girls of all ages believe that some women deserve to be hit.
- Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)
- At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)
- Gypsy and Traveller children experience racist abuse on a daily basis (e.g. 'dirty pikey') at school and in other settings, from children and adults in the settled community, making them reluctant to attend.
- 98% of young gay people hear the frequent use of homophobic language (“that’s so gay”, poof”, “dyke”, “queer” “bender”).
- 50% of teachers fail to respond to the use of homophobic language.
- 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools.
- One third of young lesbian, gay, bisexual or Transgender young people have self-harmed.
- 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result.
- Over three in five young lesbian and gay people feel that there is neither an adult at home or at school who they can talk to about being gay.
- In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. Transgender people are susceptible to depression and at risk of suicide. 33% of Trans Adults in the UK attempt suicide at least once. This is considerably higher than the risk in many other groups and should serve to underline that Trans people would not subject themselves to such experiences unless, for them, the

MASH Intelligence Form



Multi-Agency Information Submission Form

Restricted/Official when complete

Intelligence Arena – Mark one only (the primary information)

Drugs Gang Crime CSE Missing MDS Other

Name (Subjects details or the Location if known) :

DOB:

Last known address:

Ethnicity:

Nationality:

Date of original event (or when information was first known):

Information:

Known associates:

Original source of information:
Name:
Address: Biddenham School,
Bedford Contact details:
*Risk to Source: The protection of the source of Intel is a priority to the Police; *please bold source any intel in red if you feel there is risk to the source through the sharing of this information clearly state that it is 'SENSITIVE' and needs to managed accordingly*

Details of submitting partner or agency worker (If different to above):
Name:
Tel:
Email:
@mybiddenham.com
Role:
Date of submission:

For Multi-Agency internal use only.

Person ID:	Date forwarded to Hub:
Episode ID:	Date passed to Police CIB :

For Bedfordshire Police CIB use only

Uploaded to Intelligence System - Y/N CIRR Reference -

Bedfordshire Police will treat all information received in compliance with the Management of Police Information legislation (MOPI). The source will be secure and not available to staff except for limited, dedicated roles. The information must be for a Policing Purpose for it to be recorded. Not all information recorded will have a specific outcome generated and may be retained only to assist future research. We reserve the right to share this information with 3rd parties subject to the rules governing such sharing within MOPI.

Send form to: cibintel@bedfordshire.pnn.police.uk (For CIB direct: contact 01234 842777)

Send also to your own local authority MASH:

- AccessReferral@centralbedfordshire.gov.uk (Central Beds)
- mash@bedford.gcsx.gov.uk (Bedford Borough)
- mash@luton.gcsx.gov.uk (Luton)