

# Bhaktivedanta Manor School



## Safeguarding and Child Protection Policy

<b>Authority</b>	<b>Name</b>	<b>Date Approved</b>	<b>Next Review Date</b>
Headteacher	W Harrison (Padma dasi)	26 April 2017	26 April 2018
Designated Lead	Mari Soto (Moksha Laksmi dasi)	26 April 2017	26 April 2018
Chair of Gov	Kartik Khandwala	26 April 2017	26 April 2018

**\*This document should be read in conjunction with the DfE document – Working together to Safeguard Children 2017 and safer recruitment in education**

# **Bhaktivedanta Manor School**

## **Safeguarding and Child Protection Policy**

### **Part One**

#### **Introduction**

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school. In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Bullying Policy, Code of Conduct/Staff Behaviour Policy and E-safety Policy.

#### **Purpose of a Child Protection Policy:**

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

#### **Hertfordshire Safeguarding Children Board Inter- agency Child Protection and Safeguarding Children Procedures:**

The school follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families. Email: [admin.hscb@hertfordshire.gov.uk](mailto:admin.hscb@hertfordshire.gov.uk).  
Website: [www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-board](http://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-board) Tel: 01992 588757

#### **School Staff & Volunteers:**

- All school and college staff have a responsibility to provide a safe environment in which children can learn.

- All school and college staff have a responsibility to School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.
- All school staff will receive appropriate safeguarding children training annually internally, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. The Designated Lead and Headteacher will receive Specific training for that level of responsibility with Herts Safeguarding board every 3 years. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Person-including Child Protection Policy and staff behaviour policy (code of conduct)

### **Mission Statement**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Staff members working with children are advised to maintain an attitude of „it could happen here“ where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

### **Implementation, Monitoring and Review of the Child Protection Policy**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

## **2. STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act 2002 (Section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to “ ensure that their functions relating to the conduct of school

are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.

Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures (Electronic)

Keeping Children Safe in Education (DfE, September 2016)

**[https://www.gov.uk/government/publications/keeping-children- safe-in-education--2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)**

Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2016) – APPENDIX 1

Working Together to Safeguard Children (DfE 2015)

The Education (Pupil Information) (England) Regulations 2005

Sexual Offences Act (2003)

Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty) Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2017) requires each school to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

### **3. Bhaktivedanta Manor School**

#### **Safeguarding Policy**

Bhaktivedanta Manor School is a unique school as it is located within the grounds of Bhaktivedanta Manor, one of the most popular Hindu temples in the U.K., and is consequently subject to continuous visits from members of the public. This unique situation necessitates extra vigilance.

For this reason we have a robust policy that takes into consideration all the risks that the uniqueness of the site raises. Consequently safeguarding and staff training is carried out annually with all the staff so that we can review and assess our current practice. The children are supervised at all times and there is never an occasion where the children wander freely on the site.

#### **4. THE DESIGNATED SENIOR PERSON**

**N.B. Keeping Children Safe in Education, DfE 2016**

**refers to this role as Designated Safeguarding Lead - DSL**

***“Governing bodies and proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.”***

During term time the designated safeguarding lead and or a deputy will always be available for staff in the school or college to discuss any safeguarding concerns and in the case of her absence the Deputy Designated Officer will be available.

**The Designated Senior Person for Child Protection in this school is:**

**Moksha Laksmi (Mari Soto)**

There should be a Deputy Designated Senior Person (DDSP) in the absence of the lead DSP.

**The Deputy Designated Senior Person for Child Protection in this school is:**

**Guru Carana Padma dasi (Wendy Harrison)**

**The broad areas of responsibility for the Designated Senior Person are:**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) , Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Headteacher of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff to make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

**Training**

The Designated Senior Person should undergo formal training every two years . The DSP should also undertake Prevent awareness training In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so

3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time
4. Be alert to the specific needs of children in need, those with special educational needs and young carers
5. Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
6. Be able to keep detailed, accurate, secure written records of concerns and referrals
7. Obtain access to resources and attend any relevant or refresher training courses
8. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

## **5. RAISING AWARENESS**

The designated safeguarding person should ensure the school policies are known, understood and used appropriately.

- Ensure the school safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main pupil file.
- Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

## **6. THE GOVERNING BODY**

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools is effective and complies with the law at all times.

The nominated governor for child protection is:

**Mr. Kartik Khandwala**

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinate offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding
- appointing an appropriate senior member of staff to act as the Lead Designated Senior Person. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Senior Person.
- ensuring that all of the Designated Senior Persons (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e- bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- **ensuring** that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material
- Having a governing board lead to take leadership responsibility for the organisation's safeguarding arrangements



## **PART TWO**

### **From Policy to Practice – Implementing the Policy at Bhaktivedanta Manor School**

- The Head Teacher is ultimately responsible for child protection in school
- The designated Lead teacher for child protection is Moksha Laksmi dasi
- If the Designated teacher is not in school, any matter arising should go directly to the Head Teacher or in the case of both of their absence then to the next senior teacher
- The Head teacher and designated teacher have both had current designated child protection training
- All staff should be aware of the Different types of abuse and how to recognise them
- If you observe what you consider to be unusual behaviour or suspect abuse, whether it is emotional, physical injury, sexual or neglect, your observations should be recorded, signed and dated in a book called “Logging a Concern” which is kept in a locked cupboard in each classroom. (see appendix ) You must consult your designated teacher named above or the head teacher with you concerns or suspicions.
- If a child or young person makes a disclosure to you, record the conversation as factually as possible, sign it and date it. Then inform the designated safeguarding member of staff or head teacher as a matter of urgency.
- Strict confidentiality is essential. The head teacher and designated teacher will be made aware of children and young people whose names are on the Child Protection register. They will inform others only on a “need to know” basis.
- The Head teacher will inform the Bhaktivedanta Manor (temple) Child Protection officers of any children who are on the Child Protection register on a need to know basis in case there is a necessity for further action ie barring adults from the temple compound.

#### **1) CONFIDENTIALITY**

All records that are confidential will be locked in the school office

The matters referring to child protection will be shared with designated teacher, social services, parents where appropriate, and staff only.

#### **2) VISITORS TO THE SCHOOL**

- 1) All classroom doors are locked from the inside during the school day.

- 2) The gate in the KS1/Reception Area is locked from the inside
- 3) There are signs on the classroom doors to not disturb the classes in session and to report to the school office for any specific issues
- 4) For deliveries etc. One of the members of staff can request to see a badge from the company and sign for the delivery if there is no one available in the office
- 5) Any visitor to the school must first visit the office to sign in and get a guest badge and on leaving they must sign out.
- 6) Any member of the public who is not cooperating with boundaries set out by the school will be reported to temple authorities ie temple manager and president

### **3) CAMERAS/IPADS**

All staff must lock their devices away or put them out of sight in the classroom. At break times and at lunchtimes they can be used. Each class has IPAD and cameras for photos. Personal phones or cameras should not be used for school photos. Any staff noticing a member of the public photographing or filming the children ie in the temple room or any outside areas must immediately stop them ask them to delete it in front of them

### **4) E-safety**

Regular sessions with the children on Internet Safety. At the beginning of their time in school (Year 1) the children are asked to sign an agreement in regards to safe use of the internet. Parents sign the same form. (See separate E-safety policy)

### **5) SAFETY WEEK**

Every Autumn we hold a safety week consisting of talks from police, fire and Bhaktivedanta Manor child protection team. The Child Protection Team addresses all types of concerns to the children about feeling safe and how they can discriminate in matters of abuse.

### **6) MOVING AROUND THE TEMPLE PREMISES**

When children are walking from one area to the other they walk in single file with one teacher at the front and another at the back. There are signs both in the playground and in the lunchroom stating that no other member of the public or their children will be allowed in those areas during the school designated times for break and lunchtime/play. This has to be strictly followed. During supervision in the playground the supervisors will use the school mobile to contact staff in case of emergency.

## 7) ABUSE

Children have a right to be cared for and protected and protecting them is everyone's responsibility at the school. Staff are trained in Child Protection and the Head teacher and Designated Child Protection Officer have specific training once every three years. We hold annual training days for the staff full and part time included.

It is unlikely that a single incident is indicative of abuse. However a cluster of examples may suggest that abuse should be suspected and that a child protection referral should be made

Also, if there are any major changes in a child's behaviour, which are unusual for that child, and there has been no change to that child's medication or routine, the possibility that the child is being abused should be considered.

It is important to note that all matters of concern should be noted and dated in the logging a concern book and brought to the attention of the head teacher and/or the designated child protection person.

## 8) WHEN TO BE CONCERNED

### **A child centred and coordinated approach to safeguarding:**

Safeguarding and promoting the welfare of children is **everyone's responsibility**. In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Person any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are showing signs of engaging in anti-social or criminal

- behaviour.
- Children whose family circumstances present challenges, such as
- substance abuse, adult mental health or learning disability, domestic violence, divorce

Children who are showing early signs of abuse and/or neglect.

School and college staff members should be aware of the main categories of maltreatment:

Physical abuse, emotional abuse, sexual abuse and neglect.

They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

## 9) TYPES OF ABUSE

**Physical abuse** includes deliberate aggressive actions on the child that inflict pain. Wounds, bruises, burns, and sore muscles are all examples of signs of physical abuse.

**Neglect**, or the absence of parental care, can have damaging effects on a child's well-being. It is also the most common form of child abuse. The non-treatment of injuries, the non-administration of medicine or drugs, dirty clothes continuously, non-grooming body and hair, no snacks given could all be considered to be indicators of "neglect".

**Emotional Abuse** - All behaviours toward children that cause mental anguish or deficits constitute psychological abuse. It is also termed 'emotional abuse' because damage caused to one's mental state inevitably creates emotional damage.

**Sexual Abuse** - When someone touches a child in a sexual way or commits a sexual act with him or her, they have committed sexual abuse. **Sexual abuse** includes any type of behaviour toward a child that is intended for an offender's sexual stimulation. Fondling, forced sexual acts, or indecent physical exposure are some examples. Abuse includes one isolated event as well as incidences that go on for years.

Where abuse is suspected, pupils who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills.

Staff are trained to **RECOGNISE, RESPOND and REFER**. All referrals to Children's services are to be conducted by the Head teacher or designated officer. Any allegations are reported by the Headteacher or Designated Officer to the LADO within one day. Any allegations against the headteacher should be reported to the

Designated Safeguarding Officer or the Governor in charge of Safeguarding.  
Posters are in each classroom regarding procedure for Child Abuse.

### **Hertfordshire Children's Services Number: 0300 123 4043**

- First Response Service:
- Private Fostering
- Disabled Children's Team
- Children in care Services.

### **Herts Local Safeguarding Children's Board: 01992 588757**

Hertfordshire Constabulary Police: 0845 339 9222

NSPCC Child Protection Helpline: 0808 800 5000

Child Line: 8088 11 11

Call 999 if it is an emergency

### **PREVENT:** Making a PREVENT referral - Channel Referral Form

If you have to make a referral to CHANNEL this is the form to use.

- Word 2010, 30kb/3 pages,  
07/09/2015, [channel\\_referral\\_form\\_v2.docx](#)

- Radicalisation and Extremism

### **10) DEALING WITH A DISCLOSURE**

If a child discloses that he or she has been abused in some way, the member of staff /volunteer should:

1. Listen to what is being said without displaying shock or disbelief
2. Accept what is being said
3. Allow the child to talk freely
4. Reassure the child, but not make promises which it might not be possible to keep
5. Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
6. Reassure him or her that what has happened is not his or her fault
7. Stress that it was the right thing to tell
8. Listen, only asking questions when necessary to clarify
9. Not criticise the alleged perpetrator
10. Explain what has to be done next and who has to be told
11. Make a written record (see Record Keeping
12. Pass the information to the Designated Senior Person without delay (see Records)

## **11) LOYALTY/ALLEGATIONS**

If any member of staff considers that it is unprofessional to report suspicions and allow their silence to protect someone else, the questions has to be asked: "Who will protect the child who may have been abused?"

In any such divergence of interest, the school will put the interests of the child first and follow up with any member of staff who allows professional relationships with other staff to jeopardise a child's welfare.

If staff members have concerns about another staff member then this should be referred to the Headteacher . Where there are concerns about the Headteacher, this should be referred to the Chair of Governors. **Our Chair of Governors is Kartik Khandwala and his number is** In the absence of the Chair of Governors, the Vice Chair should be contacted. **The Vice Chair is Kapila Monet and his contact details are:**

Allegations should ten be addressed to the Designated Safeguarding Lead who will contact the Local Authority Designated Officer (LADO). If an allegation is made against the headteacher this should be addressed to the DSO or the Governor in charge of Safeguarding. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Senior Person if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

### **Safer working practice**

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy. The document seeks to ensure that the responsibilities of school leaders towards children

and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see the school's behaviour management policy for more information

## **12) CONFIDENTIALITY AND PARENTS AND STAFF**

On receipt of any information from parents or staff about suspected abuse, you must refer the matter to the Designated Teacher as a matter of urgency.

As we are close knit community, we must guard against inappropriate conversations out of school with other members of the community outside of school regarding any aspect of children in our care. Both the children and adults have a right to confidentiality and any information should only be shared with designated persons.

### **13) CONFIDENTIALITY AND CHILDREN**

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This may ultimately not be in the best interests of the child.
- If the child then decides against telling you what is troubling them, you should try and encourage the child to speak to someone else they know and trust. If the child is uncomfortable with this, reassure him/her that you would be happy to see them another time.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

All children in the school should know of the national agencies such as Childline they can approach for advice if they do not feel able to talk to anyone they know. (See examples below) The NSPCC conduct sessions in the school every 2 years.

Child Line: Tel 08001111 free 24 hour telephone service

National Society for the Prevention of Cruelty to Children Helpline: Tel:0800 800500 free 24 hour telephone service

Children's Legal Centre Tel: 01206 873820

### **14) COMMUNICATION WITH PARENTS**

Bhaktivedanta Manor School will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.

Parents should be informed prior to referral, unless it is considered to do so might place:

- the child at increased risk of significant harm by:
- The behavioural response it prompts e.g. a child being subjected to abuse,
- maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;
- (The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

## **15) RECORD KEEPING**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the Logging a Concern Record sheet wherever possible in the purple file in the classroom (see appendix )
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the word used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.
- The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.
- Any lunchtime or break time staff who fill in a form must get it signed off by the teacher who will keep it secure and decide on further action



- If the concern is of a safeguarding nature the teacher will immediately tell the Designated lead or headteacher who will decide on appropriate action

## **16) CURRICULUM**

Through personal and social education and education for citizenship, we can help to encourage children to develop realistic attitudes towards adult life. There is potential for teaching children and young people with a view to preventing abuse taking place and/or continuing. As with road, fire and water safety and protection from bullying, all children and young people have a right to the education as it is impossible to predict those individuals at risk.

If education PSE is to succeed in achieving its aim of behavioural change, then it needs to address attitudes and identify the skills, knowledge and understanding which most pupils and young people could be expected to acquire by the end of a Key stage 2 or as they move into their teenage years. Included in these courses should be the contact numbers of agencies that children and young people can turn to as specified above.

## **17) SEX AND RELATIONSHIP EDUCATION IN SCHOOL**

Bhaktivedanta Manor School has a Sex and Relationship education policy which includes sex education in the curriculum (see separate policy). In addition many topics are discussed during our annual safety week where the children are visited by the residing Child Protection Officers who deliver a talk on personal sexual safety age appropriately.

For KS2 children, a separate single sex education session is arranged in the summer term of their graduating year. We also discuss with them issues that may arise in the greater community including Female Genital Mutilation, Child sexual exploitation and forced young marriages.

## **17) PEER ON PEER ABUSE**

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual. Education settings recommend the use of The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

## **18) BULLYING**

The ways in which pupils, including those of different cultural groups, relate to one another and the way we monitor bullying is a key aspect of our school

We consider any form of bullying as a form of abuse and Bhaktivedanta Manor School has strategies in place for encouraging a positive response from pupils towards each other. (Please see separate bullying policy). Staff realise that children who are bullies may themselves have been abused. We encourage children to problem solve with each other or with a mediator when minor issues arise.

## **19) SUPPORTING AN ABUSED CHILD**

One of the most common effects of abuse on a child is low self-esteem. At Bhaktivedanta Manor we create an ethos where children can feel secure and valued. Ways in which we support an abused child in school are through constancy and fairness of approach.

- (1) Trust them to take responsibility for others and to demonstrate ability in something they are able to do well
- (2) Help them to take some control of their lives by listening to them, involving them in decision-making and respecting their rights as individuals
- (3) We have counsellor lead workshops (nurture groups) with groups of children in different classrooms whereby the children use different modalities and creative processes to explore their emotions and feelings. After these sessions a the same trained counsellor is available on a drop in session basis for children who want a safe and confidential space to express themselves or any concerns.

## **20) SEN/Disabilities**

Children with any disability may be especially vulnerable to abuse. It is often more difficult for children to speak out against a familiar or trusted adult. This can be even more difficult for children with severe learning needs, as there is a stronger dependence on the adults who may have to direct their lives to a very high degree determining what they wear, eat and how they live their lives. Indeed, owing to the often close contact between adults and children or young people to meet the physical needs, they are exposed to potentially greater risks than their peers.

They may:

- (1) Be less able to disclose through the nature of their disability, for example, speech impairment
- (2) Be less able to protect themselves from abusive behaviour
- (3) Have low self esteem and lack the confidence to tell anyone if they are being abused
- (4) Have less access to information about abuse

## **21) INTIMATE CARE**

Staff should be aware of how others see them in the intimate care of children who have severe learning difficulties. It may be helpful to explain to others present what you are doing and why it is necessary. For those assistants or welfare staff at Bhaktivedanta Manor School supporting children with a Statement of Needs, at certain times it may be advisable to have another adult present when meeting their physical needs of the child. Where this is not possible, staff should discuss with the Head teacher what arrangements will be reasonable in all circumstances.

In addition some of the children in the EYFS may need some support with intimate care/toileting. (see separate policy). We have agreed to get written consent from parents in this regard. We have provided non allergenic wet wipes to assist them to develop this independence. If a teacher's assistance is needed he/she will wear gloves but will, if possible have another adult present.

## **22) PREVENT**

Teachers will help students to be aware of world issues, including terrorism, radicalisation and other controversial issues, particularly in Year 5/6 and through their transition to secondary school. We actively promote British Values in our school and our religious community and school is based on principles of Ahimsa or non-violence. We also encourage the children in their self-esteem and having a sense of belonging to our religious community but a deep sense of respect for other faiths (also through our Multi Faith education). However, at the same time, our staff have been trained to NOTICE any signs of religious discrimination or prejudice even in young children. They are to be always aware of radical terminology. They will then CHECK with the headteacher who is the PREVENT LEAD and if necessary we would share anything with the CHANNEL Panel.

The Headteacher and Designated Child Protection Officer are trained to work in partnership with outside agencies like the Police, CHANNEL, Social Services etc., Children's Centres etc and to make referrals where necessary.

### **23) FIRST AID**

In the event of administration of first aid staff should, wherever possible, ensure that other children or another adult is present if there is any doubt over the possibility of any physical contact being misconstrued.

### **24) SCHOOL TRIPS AND CAMPING**

If an allegation of abuse is made by a child or young person whilst on a school trip, the accompanying adults must contact the Designated Safeguarding officer or the Head teacher immediately who will then decide on what action to take.

### **25) ATTENDANCE**

If the monitoring of attendance leads a school or educational establishment to believe that a child whose name is on the Child Protection Register or has been referred to Children's Social Work, has left the Manor School, every effort should be made to trace the new school through the Education Welfare Service and the Social Services should be informed immediately.

### **26) CHILDREN MISSING EDUCATION**

If we have any concerns about a child who fails to attend school, the Education Welfare officer should be informed as a matter of urgency via the Head teacher.

### **27) PARENTS AND VOLUNTARY HELPERS**

For a parent helping out in a classroom under the supervision of a teacher, it is not compulsory that a DBS check is done. However if the parent is helping on a regular basis, even under the guidance of a teacher, a DBS MUST be carried out.

If an adult or young person offers support, either where a teacher or member of staff is not present, or is in regular contact with children, a check should generally be made. All after school club volunteers and teachers MUST be police (DBS) checked.

### **28) WORK EXPERIENCE**

Work experience pupils under 18 who will be working with children in the school do not require police checks. However they should never be left alone with the children in the school. This includes student teachers from the University of Herts although a copy of their DBS certificate is either shown or the University confirms that they have had an enhanced check.

## **289 APPOINTING STAFF**

At present, we ensure that our recruitment procedures include a police check prior to appointment, along with at least two references. We also conduct an in depth interview and observe the candidate in the classroom. We follow all current advice on Safeguarding including making additional checks if necessary including Prohibition from Teaching checks, right to work in the UK, Barring by Association, Time abroad.

## **30) HOME VISITS**

Reception teachers and other members of staff, when making home visits are advised to notify the Head teacher if they have cause for concern resulting from the visit.

## **OUR AIMS REGARDING ON CHILD PROTECTION**

- To raise the awareness of all staff, teaching and nonteaching staff, including voluntary staff, of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse.
- To develop a school procedure to be adhered to by all members of the school community
- To encourage the need for effective communication between all members of the school community
- To develop and promote an effective means of monitoring children for whom there are child protection concerns
- To integrate a child protection programme within the curriculum including a kidscape programme, a visit from the NSPCC or the local Child protection officers one week per year
- To support the child or young person in ways which foster security and promote confidence and independence
- To promote ways of inter agency working and partnership

Next Review Date: **April 2018**