

Child Protection (Safeguarding) Policy

Frequency of Review: Annually

Last reviewed: September 2024

Next review due: October 2025

Reviewed By: PSW Committee

Approved By: Full Governing Body

Named Employees and Initial Contacts

Chair of Governors: Rev'd B Withington

Safeguarding Governor: Mr S King

Headteacher: Miss J Silverthorne

Designated Safeguarding Lead (DSL): Mrs C Smith

Deputy DSL (DDSL)¹: Mrs J Bates

Safeguarding (Child Protection) Team: Heads of Year; Heads of Key Stage; SENDCo; Chaplain

Safeguarding Committee: Headteacher; DSL/DDSL; Site Manager; IT Manager; HR Officer; Business Manager; Trips and Visits Co-ordinator; PSHE Lead; SENDCo; SMHL; First Aid Lead

All staff have responsibility for safeguarding, as outlined in 'Keeping Children Safe in Education'.

¹

REFERRALS

In the first instance, safeguarding referrals must be made to a member of the academy's safeguarding team.

Should members of the safeguarding team be unavailable, contact these two agencies to report concerns:

Concerns about students:

- Contact the MASH (Multi Agency Safeguarding Hub) - to report a concern for a student's welfare, or for advice about how to make an appropriate referral:
 - [MASH referral](#)
 - Telephone - 0300 126 7000
 - Out of hours (during the evening, at night or at the weekend) - 01604 626938.
- Contact the police (999) if a student is in immediate danger at any time, left alone or missing.

Concerns about adults working with young people:

Designated Officer

All concerns regarding an adult who works with children which meet threshold must be referred to Northamptonshire County Council's Local Authority Designated Officers (previously referred to as LADO).

- For queries, email LADOconsultations@nctrust.co.uk
- Make an online referral via the website: [Report a concern about an adult working with children - Introduction - Online form \(achieveservice.com\)](#) OR Andy Smith – 07850 854 309 / Sheila Kempster – 07831 123 193

If you have an urgent concern and cannot reach the Designated Officer, call MASH on the numbers above.

Definitions:

Under Section 576 of the Education Act 1996, the term 'Parent' includes:

- All natural parents, whether they are married or not;
- Any person who, although not a natural parent, has parental responsibility for a child or young person;
- Any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after a child, irrespective of what their relationship is with a child.

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Introduction & Purpose

Context

The Core Values of the Academy, all of which relate specifically to this policy, state that we are working together to form relationships based on

- **Faith** – everyone is invited to develop their understanding of Christian belief, worship and lifestyle.
- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.
- **Compassion** – everyone is encouraged to be generous in their concern for others

These values contribute to the Academy's common purpose of "striving for high quality education with a strong Christian ethos".

We fully recognise our responsibilities for child protection which includes our moral and statutory responsibilities to safeguard and promote the welfare of all students. All students, regardless of protected characteristics (age, gender, ability, culture, race, language, religion or sexual identity), have equal rights to protection.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.

Through their day-to-day contact with students and direct work with families, employees have a crucial role to play in noticing indicators of possible abuse or neglect. They will refer concerns to the academy's safeguarding team and, if appropriate, to the Local Authority Multi Agency Safeguarding Hub (MASH).

This policy reflects changes in the statutory guidance Working Together to Safeguard Children 2023: Working together to safeguard children - GOV.UK (www.gov.uk) and Keeping Children Safe in Education (Sept 2024) Keeping children safe in education - GOV.UK (www.gov.uk). The policy also takes account of the Northamptonshire Safeguarding Children Partnership, Thresholds and Pathways document 2022 (Thresholds and Pathways - Northamptonshire Safeguarding Children Board (northamptonshirescb.org.uk)).

This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the academy.

It will:

- Designate a safeguarding governor who will oversee the safeguarding practice and champion child protection issues. The terms of reference of one subcommittee of the governing body, to which this governor belongs, will explicitly include safeguarding.
- Ensure all governors receive appropriate training in order that they can discharge their leadership and management responsibilities with regard to safeguarding.
- Ensure reporting is made to the governing body, via the subcommittee, on child protection (CP) including changes affecting this policy and procedures, training received, number of incidents/cases and safeguarding in the curriculum.
- Ensure that this policy is reviewed and updated annually.

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This policy applies to all students, employees, governors and volunteers working in the academy. Any adult in the academy can be the first point of disclosure for a student. Concerned parents may also contact academy employees or governors.

The purpose of this policy is to ensure that every student at the academy is safe and protected from harm. This means always working to:

- Protect children from maltreatment
- Prevent impairment of children’s mental and physical health or development
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care; and
- Take action to enable all children to have the best outcomes

Three key areas will apply:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole academy protective ethos.

PROTECTION by following agreed procedures for identifying and reporting cases or suspected cases of abuse, ensuring employees are appropriately recruited (following DfE safer recruitment guidance contained in Keeping Children Safe in Education, Sept 2024) and supported to respond appropriately and sensitively to child protection concerns.

SUPPORT to students following a safeguarding concern, to safeguard and promote the welfare of students and to support them to understand the statutory responsibilities in this area.

1) PREVENTION

The academy will:

- Establish and maintain an **ethos** where students feel secure and are encouraged to talk, are listened to and are safe.
- Work in partnership with parents and colleagues from other agencies.
- Ensure students know that there are adults in the academy whom they can approach if they are worried or in difficulty, and that these adults operate under clearly defined protocols and procedures. They will be able to talk freely to any employee if they are worried or concerned. These are referred to as ‘trusted adults’.
- Include activities and opportunities in the curriculum which equip students with the skills they need to stay safe from abuse and information about who to turn to for help.
- Develop the skills needed to identify risks and stay safe.
- Help students to develop realistic attitudes to the responsibilities of adult life.
- Ensure that students and employees receive regular, contextualised safeguarding information.
- Ensure that all new employees receive safeguarding training as part of their induction programme.
- Ensure that all employees receive regular pastoral training.
- Ensure that governors receive regular pastoral training.

2) PROTECTION

The academy will follow the procedures set out by the NSCP Child Protection Procedures Manual and the updated on-line procedures.

<http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/documentsschools/> and also take account of guidance issued by the Department for Education.

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The Designated Persons for Child Protection

The academy will:

- Ensure that there is a nominated Designated Safeguarding Lead who has undertaken child protection training in line with NSCP recommendations.
- Ensure this training is updated every year in accordance with government guidance.
- Ensure that the Designated Safeguarding Lead will report safeguarding activity to the Pastoral, Safeguarding and Wellbeing (PSW) subcommittee.
- Ensure there is at least one trained deputy DSL and a trained safeguarding team with the time to undertake the duties required.
- Ensure that regular safeguarding updates are sent to all employees and the wider academy community.
- Ensure that safeguarding team take advice when managing complex cases.

The Role of Trustees/Governors and Academy Employees

The Academy Trust and Governing Body (i.e. its trustees) are accountable for ensuring the effectiveness of this policy and compliance with it. The Governing Body takes collective responsibility to safeguard and promote the welfare of students and there is also a named governor who champions safeguarding within the academy.

The Governing Body will ensure that the safeguarding policy is in place and is reviewed annually, is referred to on the academy website and has been written in line with NSCP Child Protection Procedures manual, statutory guidance and best practice.

A member of the Senior Leadership Team is designated to take the lead responsibility for safeguarding and child protection and there is an alternate and appropriately trained member of employees identified to deal with any issues in the absence of the senior designated professional. These are the Designated and Deputy Designated Safeguarding Leads.

Procedures are in place for dealing with allegations against members of employees and volunteers in line with statutory guidance.

Safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education, (Sept 2024). The Trust and Governing Body will ensure that it remedies, without delay, any weakness with regard to safeguarding arrangements brought to its attention.

The PSW committee will have safeguarding matters as standing items on its agenda.

The Governing Body will receive the outcomes of safeguarding audits commissioned internally or conducted externally and be responsible for overseeing implementation of any changes or developments in process and practice.

The academy will ensure every employee and every governor knows:

- The name of the Designated Safeguarding Lead and their role;
- How to contact the Designated Leads if they have concerns about a child;
- That they have an individual responsibility for referring child protection concerns using the proper channels.

All employees are issued with a Staff Guide including the Staff Code of Safe Practice and the academy will provide training for all employees from the point of their induction; this will be updated annually, so that they know:

- Their personal responsibility;

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- The need to be vigilant in identifying cases of abuse;
- How to support and respond to a student who reports abuse;
- How to report concerns via MyConcern.

The Senior Leadership Team will ensure that all employees and volunteers recognise their duty and raise concerns about poor or unsafe practice with regard to students. These concerns will be addressed sensitively and effectively in a timely manner in accordance with agreed policies.

Liaison with Other Agencies

The academy's intake covers a wide geographical area, and the safeguarding team will build effective relationships with the home authority of each student, where this is relevant.

The academy will:

- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- Offer to complete an Early Help Assessment (EHA) where it is considered that a student has needs, which cannot be met solely by the academy, and where, following an assessment of the situation, coordinated intervention is required to promote, safeguard or protect the welfare of the student.
- Notify the relevant social care team if a student with a Child Protection Plan is suspended) or there is an unexplained absence.

Record Keeping

The academy will:

- Keep clear detailed records of concerns about students (noting the date, event and action taken) even where there is no need to refer the matter to Social Care Services immediately.
- Ensure all confidential child protection and safeguarding records are kept securely on MyConcern, a digital child protection recording system and ensure any paper records are stored in locked locations;
- Ensure child protection records are accessible by the DSL and appropriate employees;
- Ensure all relevant safeguarding files are sent to the receiving institution when a student moves.

Confidentiality and information sharing

Employees will:

- Ensure that confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, seek advice from a senior leader or outside agency as required.
- Be aware that they have a professional responsibility to share information with other agencies in order to safeguard students.
- Be aware that they cannot promise a student confidentiality.

The Safeguarding Team will disclose any information about a student to other employees on a need to know basis only. The academy is aware of the importance of information sharing to safeguarding and promoting the welfare of children and young people. Designated persons are familiar with HM

Government's Document Information Sharing, May 2024 ([Information sharing advice for safeguarding practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/information-sharing-advice-for-safeguarding-practitioners))

Pastoral staff will have oversight of which students on roll are vulnerable, including those who:

- have an or have had an allocated social worker under s17 or s47 of the Children Act 1989, as a result of a multiagency early help plan or
- are looked after or a previously looked after child

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Academic staff will be supported to enable the best outcomes for these students and pastoral staff will share information pertinent to support students in the classroom. This will include the use of reasonable adjustments, targeted interventions (including PP spend) and tailored support with self regulation.

3) SUPPORT

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

This is not an exhaustive list; more details of types of abuse are available in Annex B of Keeping Children Safe in Education 2024.

The academy will endeavour to support students through:

- The academy’s pastoral systems;
- Its Behaviour Policy and processes;
- Liaison with other agencies which support students;
- Developing productive and supportive relationships with parents whenever it is in a student’s best interests to do so.

Recognising abuse

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.
(See Appendix 1 for Signs and Indicators)

Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues.

These include:

- Child criminal exploitation
- County lines

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- Children missing from education
- Domestic abuse
- Mental health
- Prevent
- HSB

A full list is updated annually as part of Keeping Children Safe in Education – Annex B: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/keeping-children-safe-in-education)

Substance/Drug Misuse and Child Protection

A student misusing, or reported to be misusing substances/drugs, is not necessarily sufficient in itself to initiate child protection proceedings but the academy will consider action in the following situations when there is evidence or reasonable cause that:

- The student's substance/drug misuse may cause her/him to be vulnerable to other abuse such as sexual abuse;
- The student's substance/drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults (e.g. parents);
- The student is exposed to grooming, exploitation or other criminal behaviour.

Working with Parents

The academy is committed to working in partnership with parents positively, openly and honestly to safeguard and promote the welfare of students. It will ensure that all parents are treated with respect, dignity and courtesy. Parents' rights to privacy and confidentiality will be respected and the academy will not share sensitive information unless it has permission, or it is necessary to do so in order to safeguard a student. Any concerns will be shared with parents unless to do so may place a student at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the academy has about a student will not prevent the Safeguarding Team making a referral in those circumstances where it is appropriate to do so. The academy will follow the advice in HM Government's document "Information Sharing", May 2024

The academy will:

- Undertake appropriate discussions with parents prior to involvement of another agency unless the circumstances preclude this;
- Ensure that parents understand the academy's responsibility for child protection by setting out its obligations on the academy website by publishing this policy.

Preventing unsuitable people from working with children

The Academy will operate safe recruitment practices including ensuring appropriate checks through the Disclosure and Barring Service (DBS). The procedure for DBS checks will be carried out in line with the statutory guidance KCSIE 2024 Part 3 and the safeguarding Vulnerable Groups Act 2006 / Protection of Freedoms Act 2012. A Single Central Record of vetting checks will be maintained in line with the Education (Independent School Standards) Regulations 2014.

The academy will consult with the Designated Officer from the Local Authority in the event of an allegation being made against an employee, governor, volunteer, supply teacher or agency staff, and will adhere to the relevant procedures set out in statutory guidance and the NSCP Child Protection Procedures manual.

The academy will ensure that any disciplinary proceedings against an employee, governor, volunteer, supply teacher or agency staff relating to child protection matters are concluded in full, even when the employee is no longer employed at the academy and that notification of any

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concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The academy will ensure that all employees and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised by the academy's Code of Conduct, including interactions online.

The academy will ensure that employees and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

Other related policies and documents

- Acceptable Use (ICT including online safety)
- Bring Your Own Device
- Anti-bullying
- Attendance
- Equality
- Health and Safety (including academy security)
- Private Tuition policy
- Employees' Code of Conduct
- Whistle Blowing
- Managing Behaviour
- Control of Contractors Procedure

Extended schools and before and after school activities

For all after school activities directly under the supervision of academy employees, the academy's arrangements for child protection as written in this policy will apply.

Where services or activities are contracted by the academy to other bodies, the governors will seek assurance that they have appropriate policies and procedures in place for safeguarding students and there are arrangements to liaise with the academy on these matters where appropriate.

Concerns which do not reach threshold

Where a student or parent raises a concern about a student which initially does not reach the threshold for child protection action, the academy will consider each case and offer appropriate support e.g. via EHA.

Low-Level Concerns

Where a concern is raised about an employee which does not reach the threshold for further action from the Designated Officer, the academy will keep records of its actions pertaining to the concern in line with The Information Records Management Societies Toolkit for Schools/Academies (IRMS). This recommends that all concerns regarding adult behaviour towards children, even those which are unsubstantiated, should be kept until the employee's normal retirement age, or for 10 years, whichever is longer. Only concerns proven to be vexatious should be removed. (Appendix 5)

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APPENDIX 1 – SIGNS AND INDICATORS

Physical Abuse:

Determining whether an injury is accidental or non-accidental is **not** the role of a teacher. There are, however, a number of injuries which should be regarded with concern and may indicate a nonaccidental cause. Any employee noticing an injury, which causes concern must report it. Inadequate, inconsistent, or excessively plausible explanations, or a delay in seeking treatment for the student, should signal concern.

Physical indicators:

- Unexplained injuries or burns, particularly if they are recurrent
- Untreated injuries or lingering injuries not attended to
- Bruises and abrasions around the face, particularly if they are recurring
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft areas of the face, e.g.: cheeks
- Bite marks
- Burns or scalds [note the pattern and spread of the injury, e.g.: cigarette burns]
- Weals suggesting beatings

Behavioural Indicators:

- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Shrinks from physical contact
- Refusal/avoiding getting undressed for gym – keeps arms and legs covered in hot weather
- Fear of medical help
- Self-harming behaviours
- Aggression towards others
- Over compliant behaviour or a ‘watchful’ attitude
- Deterioration in school work
- Unexplained pattern of absence which may serve to hide bruises or other physical injuries
- Fears or is reluctant to return home or to have parents contacted

Emotional Abuse:

Emotional abuse is often the most difficult to detect. A student might be clean and physically cared for but be emotionally neglected. The parent’s attitude to the student might be characterised by coldness, hostility, and disinterest. They may resort to scapegoating or humiliating the student and the giving of age inappropriate responsibilities. They may give the impression that the student can never please, or may have expectations which are inappropriate, excessive or unrealistic.

Physical Indicators:

- Delays in physical development, e.g.: milestones delayed or underweight, lethargic [there may be medical reasons for this, medical advice is essential]
- Self-injury

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Behavioural Indicators:

- Delays in intellectual development
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Social isolation – does not join in and has few friends
- Extremes of compliance, passivity and/or aggression/provocativeness
- Compulsive stealing, e.g. other student’s packed lunches, rocking thumb sucking, hair twisting, etc.
- Drug, alcohol, solvent or other substance misuse
- Fear of parents being contacted

Sexual Abuse:

Sexual abuse affects a student emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Often the indicators that a student is being sexually abused are exhibited through behaviour. Sexual abuse occurs in every social class, cultural and occupational group. Sexually abused children may take refuge in an appearance of normality, e.g.: some students immerse themselves in schoolwork as a way of ‘blanking out’ the abuse.

Emotional and behavioural difficulties may result, for example, from abuse and neglect, physical or mental illness, sensory or physical impairment, or psychological trauma. In some cases emotional and behavioural difficulties may arise from or be exacerbated by circumstances within the academy environment, for example, a change in teacher or routine.

Physical Indicators:

- ‘Love bites’
- Other bite marks
- Self-harming behaviours [e.g.: deep scratches/cuts on arms]
- Tiredness, lethargy
- Pregnancy or Sexually Transmitted Infections [STIs].

Behavioural Indicators:

- Sudden changes in behaviour and academy performance
- Sexual awareness inappropriate to the student’s age – shown for example in drawings, vocabulary, games etc
- Provocative sexual behaviour
- Frequent public masturbation
- Fear of undressing for gym
- Tendency to cry easily
- Regression to younger behaviour, eg: thumb sucking, playing with discarded toys, acting like a baby
- Depression and withdrawal

Neglect:

Severe neglect is often characterised by the student being underweight, small in stature and with a poor physique. The care of neglected children is often poor, and they present as unwashed, unkempt and inadequately fed and clothed However, poverty, deprivation and neglect are not the same thing. Students may live in poverty but only a small number of these will be neglected. Assessment over time and with the help of other agencies is vital.

Physical Indicators:

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- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Untreated medical problems

Behavioural Indicators:

- Social isolation – does not join in and has few friends
- Low self-esteem
- Destructive tendencies
- Poor relationships with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking

Students with SEN or Disabilities students:

The signs and indicators of abuse for students with and without SEND are fundamentally the same. However, there may be a greater risk of stereotyping or making assumptions that signs and indicators are due to impairment rather than considering the full range of possibilities, including abuse. For example, displaying challenging or self-injurious behaviour may not be picked up as an indicator of abuse. Children with SEND may also be more vulnerable to bullying and the impact may be greater than for their peers.

For some students with SEND, signs and indicators may:

- Be more difficult to recognise
- Be harder to untangle – especially if there are communication difficulties/impairment
- Have more possible explanation/be more easily explained away: by the impairment or illness, by the medication, as 'it's always been like this', as attention seeking behaviour, as self-inflicted.

Checklists should be used with caution:

There may be alternative explanations other than abuse, for any of the signs, e.g., medical conditions. Considering indicators of abuse is often about putting a constellation of factors together, with the help of the Designated Safeguarding Lead or deputies plus other agencies, sometimes over time.

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APPENDIX 2 - FEMALE GENITAL MUTILATION (FGM)

Teachers **must** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless they have good reason not to, they should still discuss any such case with the designated safeguarding lead (or deputy) and involve children's social care as appropriate. Employees who are not teachers must notify the DSL without delay. The duty to report directly to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

In all cases where a member of employees *believes* that a girl may have experienced or is at risk of FGM (rather than having discovered that the act has taken place), the member of employees should also follow the Bishop Stopford child protection procedures and notify the DSL or a deputy DSL in the usual way.

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APPENDIX 3 – PREVENT: VIOLENT EXTREMISM, RADICALISATION AND TERRORISM

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, then participate in terrorist groups.

To protect students from the risk of radicalisation, known as the Prevent Duty, the academy will:

- Ensure all employees are made aware of their Prevent responsibilities and Home Office Channel programme.
- Arrange for outside speakers to deliver employee training and / or sessions for students periodically, including on topics of unconscious bias, hate crime or use material provided by external agencies
- Build students' resilience to radicalisation through tutor time and assembly; PSHE lessons; themed weeks; curriculum content
- Work in partnership with external agencies
- Engage in training delivered by the Counter Terrorism Police -
- Ensure IT systems equip students to be safe online, including the use of appropriate filtering and monitoring

Online Safety

The internet, and in particular social media, is being used as a channel, not only to promote and engage but also as a command structure. Often this promotion glorifies violence, attracting and influencing many people including children and young people and in extreme cases radicalising them. Research concludes that children and young people can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt extremist views, and in viewing this shocking and extreme content may become normalised to it.

Employees should be guided by the 4 'C's and speak to a member of the safeguarding team if they have concerns pertaining to any of these areas:

- Content
- Contact
- Conduct
- Commerce

The list below is not exhaustive. The early warning signs may or may not indicate a serious problem; they do not necessarily mean that a student is prone to violence towards themselves or others. This provides a basis to check concerns and put in place an appropriate response by getting help for a student before a problem escalates. Employees should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Employees should 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 Prevent referral.

Vulnerability Indicators

- **Identity Crisis** - Distance from cultural / religious heritage and uncomfortable with their place in the society around them; parent or carer who holds extremist views; recent political or religious conversion; voicing opinion drawn from extremist ideology or narrative;
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging; change in behaviour or appearance linked to ideological views; recent experience of serious traumatic event; graffiti symbols, writing or artwork promoting extremist messages or images;
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; association with others who hold extremist

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- views; Possession of literature associated with extremist views, or online material including networking sites;
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life;
- **Criminality** – Experiences of imprisonment; poor resettlement /reintegration; previous involvement with criminal groups; use of extremist or hate crime terms to exclude others or incite violence.

The Academy will put in place appropriate filtering and monitoring systems to limit exposure to risks online wherever possible. The Governing Body will be aware of the systems in place and review their effectiveness with the SLT.

APPENDIX 4 – PROCEDURES TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE

Advice for those whose work brings them into contact with children and families, including those in education, is available in

What to do if you’re worried a child is being abused, Advice for practitioners (March 2015) and in KCSIE 2024.

It is relevant to those working in the statutory, voluntary or the independent sector, and applies in relation to all children and young people irrespective of whether they are living at home with their families and carers or away from home.

The Northamptonshire Safeguarding Children Partnership website also contains the inter-agency processes, protocols and expectations for safeguarding children. The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and the Thresholds and Pathways document 2022.

Where you suspect abuse has, or is occurring, it is important that all parties act swiftly and avoid delays. Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

There will be occasions when you suspect that a student may be at risk, but you have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be unusual, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if you can help in any way.

Use our MyConcern system to record these early concerns. If the student does begin to reveal that they are being harmed you should follow the advice below.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

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Child Protection (Safeguarding) Policy	16 of 26	Implementation Date: October 2024	Version 8

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen; if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Make sure another member of employees knows that you are with them
- Try not to meet with a closed door; always ensure the door has glass in it
- Never block the exit or prevent a child from leaving the room
- Never ask leading questions
- Make notes
- Explain to the child that you're very happy to listen but you may need to share the information with other people
- Allow them to speak freely
- Remain calm, do not overreact and avoid judgemental statements ('that's awful') – the student may stop talking if they feel they are upsetting you
- Do not be afraid of silences – remember how hard this must be for the student
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong

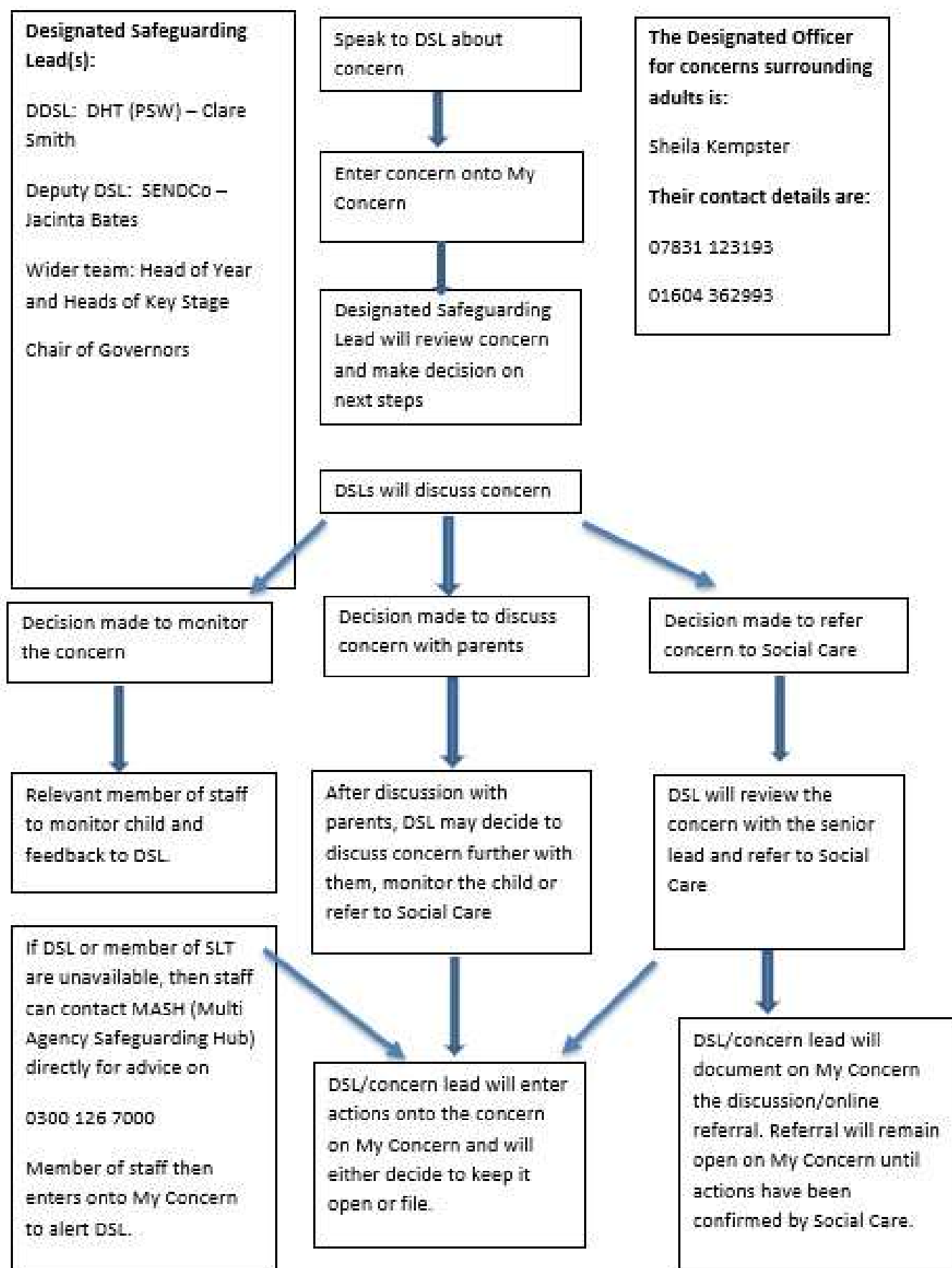
As soon as possible, inform a Designated Safeguarding Lead in the academy who will then ask you to make an entry on MyConcern.

If the allegation is about the Head teacher, the information should be passed to the Chair of Governors or the Local Authority Designated Officer (see contacts at the beginning of this policy document).

Inform the student (or other party who has raised the concern) what action you have taken.

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FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



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APPENDIX 5 – PROCESS FOR DEALING WITH ALLEGATIONS AGAINST EMPLOYEES AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with students has:

- behaved in a way that has harmed a student, or may have harmed a student;
- possibly committed a criminal offence against or related to a child;
- behaved towards a student in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

If you receive an allegation or suspect a member of employees or volunteer (including supply employees) you should write a dated and timed note of what has been disclosed or noticed, said or done. Report immediately to the Head teacher and pass on the written record. You may be asked to clarify details or the circumstances of the allegation.

If the allegation concerns the conduct of the Head teacher, report immediately to the Chair of Governors or Designated Safeguarding Lead. Pass on the written record. If there is difficulty reporting to the Chair of Governors, contact the Designated Officer at the local authority on the same day, wherever possible.

Low-level concerns (cf p10)

A low-level concern is an allegation about a staff member's behaviour which does not pose an immediate risk and is otherwise not considered serious enough to report to the Designated Officer at the Local Authority, but which is inconsistent with the Code of Conduct. It can also apply to inappropriate conduct outside work. (Examples include using inappropriate language, being over-friendly with students.)

Employees who witness behaviour which they consider to be a low-level concern and therefore potentially detrimental to the safety and welfare of children have a duty to report it. This should be reported in line with safeguarding procedures – ie

- to the Headteacher if it concerns any adult working in the academy, or
- the Chair of Governors if it concerns the Headteacher.

See DfE “*Keeping Children Safe in Education: Statutory guidance for schools and colleges*” – Sept 2024
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

APPENDIX 6 – CHILD ON CHILD ABUSE AND SEXUAL VIOLENCE AND SEXUAL HARASSMENT

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of Child on Child sexual violence and sexual harassment. However, all such abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under the behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and/or potentially a criminal offence
- Could put students in the academy at risk

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- Is violent
- Involves students being forced to use drugs, alcohol or other inappropriate substance
- Involves sexual exploitation, sexual violence, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it;
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- The safeguarding team will consider the need for a risk assessment and support plan being in place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of Child on Child sexual Violence and Sexual harassment by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images;
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys;
- Ensuring our curriculum helps to educate students about healthy relationships, appropriate behaviour and consent;
- Ensuring students know they can talk to employees confidentially, including the use of the email address itsnotok@bishopstopford.com;
- Ensuring employees are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Definitions

Sexual Violence

Rape
Assault by penetration
Sexual assault

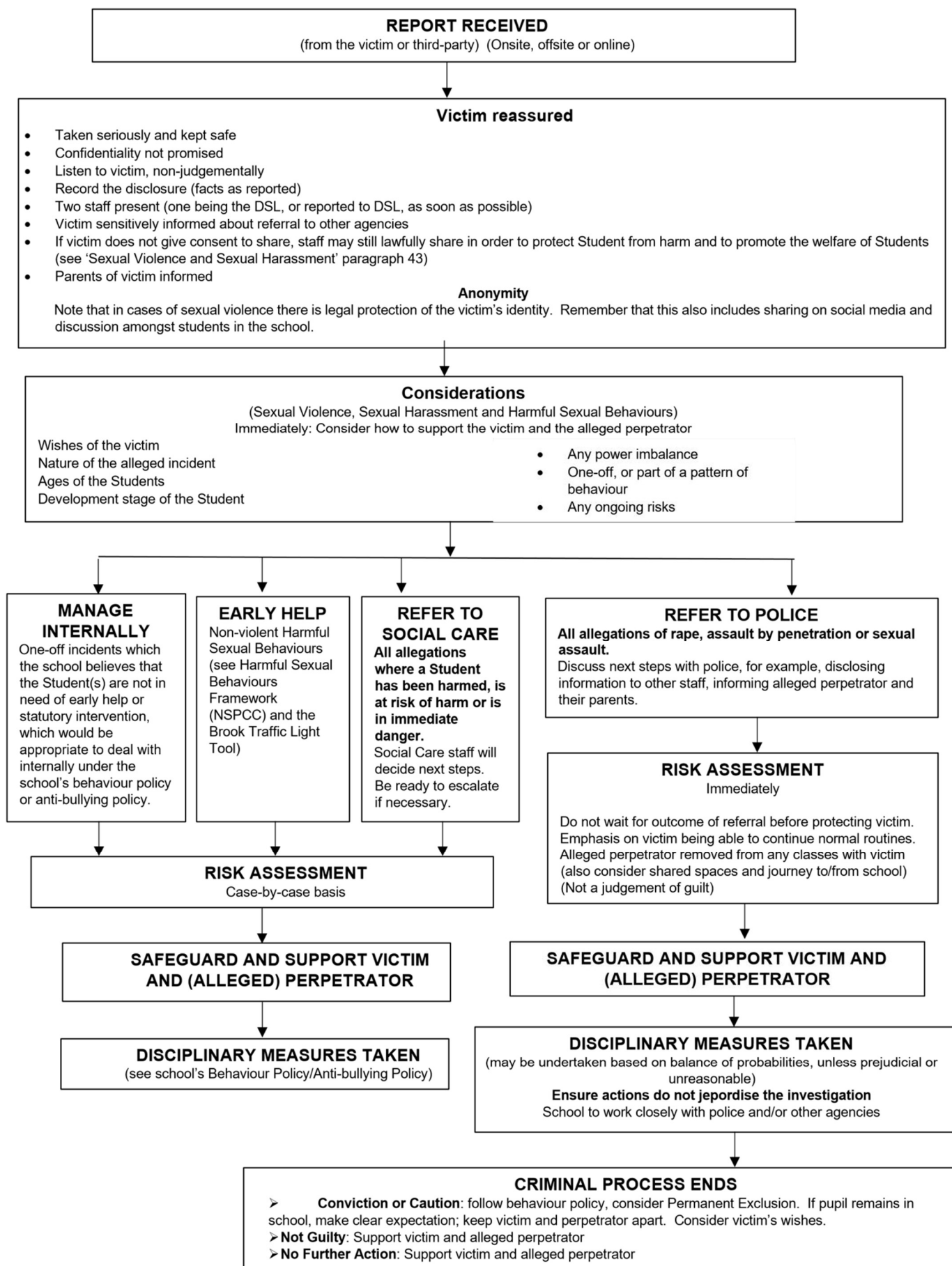
Sexual Harassment

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Record-keeping

Remember to record all concerns, discussions, decisions and reasons for decisions.

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APPENDIX 7 - PROCEDURE FOR BISHOP STOPFORD SCHOOL FOR THE EDUCATION AND CARE OF LOOKED AFTER OR PREVIOUSLY LOOKED AFTER CHILDREN

Statutory framework

The Designated Teacher for Looked After Children and previously looked after children statutory guidance on their roles and responsibilities Feb 2018

The role of the governing body

- The Governing Body will work with the Headteacher and SLT to consider all elements of paragraph 6 contained in the guidance above.
- As per paragraph 8, the governors will receive a regular report from the Designated Teacher about the progress and attainment of LAC students within the school.
- the governing body and academy leadership team should consider the report and act on any issues it raises so as to support the Designated Teacher and maximise the impact of the role.
- The Governing Body will ensure that the academy policies are reviewed from the point of view of Looked After Children.

The role of the Designated Teacher

The Designated Teacher should have lead responsibility for helping academy employees understand the things which affect how looked after children learn and achieve. The Designated Teacher should:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets;
- be a source of advice for employees about differentiated teaching strategies appropriate for individual children and ensuring appropriate formative assessment to evaluate learning;
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- oversee the implementation of the child's personal education plan (PEP) within the academy and liaise with outside agencies.
- designate a member of staff, most typically the Head of Year, to have ultimate responsibility for leading the process of target setting for individual looked after children in school and rigorously tracking their attainment progress.
- Ensure the PSW team receive appropriate training to undertake high quality PEP meetings and ensure consistently high quality documentation.
- – have oversight of the recording and evaluating of the use of pupil premium funding to support educational attainment.

Admissions

- Bishop Stopford School prioritise Looked After Children and previously looked after Children in our Admissions Policies.
- On admission, records will be requested from the student's previous school and a meeting will be arranged with carer/parent/Social Worker as appropriate. This will provide information to inform the Personal Education Plan. An appropriate academy induction will take place. **Personal Education Plan (PEP)**
- All Looked After Children (LAC) will have a current PEP.
- If a LAC joins the academy without a PEP, the Designated Teacher or Head of Year should pursue the matter with the child's Social Worker who has a statutory duty to initiate the PEP.

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- The academy will work alongside the assigned Social Worker to contribute to the education content of the PEP.
- When a child leaves the academy, it is the duty of the designated teacher to ensure that the PEP is passed on to the next Designated Teacher.

Additional Educational Needs (e.g., SEN, G&T, Attendance & Behaviour)

Bishop Stopford School will ensure that any special educational needs are promptly identified, bearing in mind that Looked After Children may have missed schooling. Suitable learning support will be provided and the SENDCO and Designated Teacher will be responsible for liaising with carers and other professionals.

Suspensions and Exclusions

It is important to be especially sensitive in relation to suspensions and exclusions where looked after children are concerned. Every practicable means should be tried to maintain the child in school.

Alternatives to fixed term suspensions and/or permanent exclusions will always be considered. Liaison with the social worker and virtual schools will be central, should the academy consider such a sanction to be the most appropriate. Permanent exclusion of LAC should be a last resort.

The social worker and Virtual School Head must be informed if a LAC student will be suspended; wherever possible, this should be before a final decision is taken.

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APPENDIX 8 – THE SEVEN GOLDEN RULES TO SHARING INFORMATION

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

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APPENDIX 9 – USEFUL LINKS AND CONTACTS

Northamptonshire Safeguarding Children Partnership (NSCP):

1 Angel Square

Northampton

NN1 1ED

Telephone: 01604 364036

Email: nscb@northamptonshire.gcsx.gov.uk <http://www.northamptonshirescb.org.uk>

Thresholds and Pathways document:

[NSCP-Thresholds-Guidance-review-FINAL-11-4-2022.pdf](#)

What is the Early Help Assessment (EHA)?

<http://www.northamptonshirescb.org.uk/police/early-help-assessment/>

Early help advice for Professionals <https://www.nctrust.co.uk/help-and-protection-for-children/protecting>

How to make an online referral to the Multi-Agency Safeguarding Hub (MASH): [Report a concern \(nctrust.co.uk\)](#)

Attendance and Behaviour Support for Schools:

[Attendance, behaviour and home schooling | North Northamptonshire Council \(northnorthants.gov.uk\)](#)

Safeguarding Adults <https://www.northamptonshire.gov.uk/councilservices/adult-social-care/safeguarding/Pages/default.aspx>

Child Exploitation and Online Protection (CEOP): Telephone: +44 (0)870 000 3344

<http://ceop.police.uk/Contact-Us/>

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

0808 800 5000

Childline:

[Childline | Childline](#)

0800 1111

Name and role:	Contact Details
School Designated Safeguarding Lead - Clare Smith	csmith@bishopstopford.com 01536 503503
Headteacher - Jill Silverthorne	jsilverthorne@bishopstopford.com 01536 503503

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Nominated Governor – Steve King	c/o hcutchey@bishopstopford.com 01536 503503
Deputy Designated Safeguarding Lead - Jacinta Bates	jbates@bishopstopford.com 01536 503503
Local Authority Allegation Manager	<p>Northamptonshire Multi-Agency Safeguarding Hub:</p> <p>Email MASH@northamptonshire.gcsx.gov.uk</p> <p>Phone: 0300 126 7000 or 101</p>
Local Authority Safeguarding Manager	
Local Authority Legal Services	
Local Authority Human Resources	
Children's Social Care	
Out of Hours Duty Team	(01604) 626938
Health Authority	01536 410141
CAMHS	01536 313 850
Police Child Abuse Investigation Unit	101 and ask for the Abuse Investigation Unit
NSPCC Helpline	0808 800 5000

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