

School Association of Bishop Perrin CE Primary School

CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

- The Trustees of the **School Association of Bishop Perrin CE Primary School** [the ‘School Association’ and the ‘Trustees’] believe that everyone has a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. The Trustees will include members of the governing Committee.
- The Trustees recognise that the welfare of children is paramount in all the work we do and in all the decisions that we take; that working in partnership with children, their parents and carers, other agencies and Bishop Perrin CE School [‘the School’] is essential in promoting young people’s welfare; that all children and young people are safe regardless of their age, disability, gender, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse; that some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues; that extra safeguards may be needed to keep children who are additionally vulnerable safe from harm.
- The Trustees will meet their commitment to keeping children safe by:
 - listening to children and respecting them;
 - writing appropriate safeguarding and child protection procedures;
 - making sure all volunteers understand and follow the safeguarding and child protection procedures;
 - challenging any abuse of power by anyone in a position of trust, and using our safeguarding and child protection procedures to manage any allegations against Trustees and volunteers appropriately;

- ensuring children, young people and their families know about our safeguarding and child protection policies and what to do if they have a concern;
- respond without delay to concerns or allegations that a child or young person may have been harmed, cooperating with the police and social care services and the School in any investigation;
- building a safeguarding culture where Trustees, volunteers and children know how they are expected to behave and feel comfortable about sharing concerns;
- recruit volunteers safely, ensuring all necessary checks are made;
- recording and storing and using all information securely and in a professional manner, in line with data protection legislation and guidance;
- ensuring that we have effective complaints and whistleblowing measures in place;
- ensuring we provide a safe physical environment for our children, Trustees and volunteers, by applying health and safety measures in accordance with the law and regulatory guidance;

The Trustees agreed and adopted the Policy at its meeting on

We have appointed _____ as our Trustee responsible for Safeguarding, and they can be contacted here _____

The Trustees shall review this policy annually, with the next review taking place _____

Signed _____ Chair

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SUPPLEMENTARY INFORMATION

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England. A summary of the key legislation is available from Children Act 1989, the [Children Act 2004](#) and the [Children and Social Work Act 2017](#).

This policy is informed by guidance published by the Department for Education: '[After School Clubs, Community Activities, and Tuition – Safeguarding Guidance for Providers](#)', published September 2023

The safety of all activities in schools are referred to in [Keeping Children Safe in Education 2023](#)

Supporting Documents

This Policy Statement should be read alongside our organisational policies procedures, and guidance, whether published separately or contained within this document.

What to do if you have concerns about a child

You may have concerns about a child because of something you have seen or heard or a child may choose to disclose something to you. If a child discloses information to you, you should:

- Listen to the child without displaying shock or disbelief
- Accept what is said and reassure the child, do not make promises that you may not be able to keep , e.g. 'Everything will be alright now'
- Do not ask leading questions and do not interrogate the child – this is not your responsibility to investigate
- Explain to the child what you have to do next and who you have to talk to
- Take notes, if possible, or write up the conversation as soon as possible afterwards

- Contact the school [Designated Safeguarding Leader](#) or a member of the school leadership team as soon as possible.
- In the event that a child makes a disclosure that they have been hit by an adult, contact SPA (Single Point of Access) immediately
- If you have any concerns that a child may be in immediate danger, contact the police

Guidance for Events:

- All Events will be Risk Assessed and Room-Booking Forms completed.
- Events where children are dropped off and collected – a register will be available, and children should be checked in and out of the event. The SA will have a list of any child being collected by another parent/carer and have two emergency contact numbers, if they need to make contact. If a child is disruptive, not following instructions if instructed to do so, their parent will be called and the child will be asked to leave the event. For events such as this we will have additional DBS checked parents volunteering, a minimum of 4 present.
- Further volunteers who are not DBS Checked will understand and follow the safeguarding and child protection procedures and be supervised at all times by someone who is DBS checked.
- Parents will complete a form with any dietary / behavioural needs, so that the SA are aware.
- The SA will hold an accident log, for any accidents.
- Exits should be monitored to ensure children cannot leave an event unattended.
- The Trustees will hold a DBS certificate and understand the [School's Fire Evacuation Plan](#). Trustees will also complete Level appropriate [safeguarding training](#). They will wear a whistle around their neck during events, blown for immediate attention from the pupils. High-vis jackets will also be worn by the SA and Volunteers in an emergency evacuation.
- If this is a [regulated activity](#) the volunteer will need an DBS check.

APPENDIX 1

Chair(s) of School Association Trustees	Hannah Taylor Madiha Hyder
School Association Nominated Safeguarding Trustee	Hannah Taylor
School Designated Safeguarding Lead	Mary McAvoy , Deputy Head Teacher
School Deputy Designated Safeguarding Lead	Rachael Macklearn , Headteacher
Chair of the School Governing Body	The Revd David Cloake
Safer Schools Police Officer	PC Alicia Smith 07787 285227 Alicia.Smith@met.police.uk
Local Authority Designated Officer Service (LADO)	0208 891 7370 07774 332675 lado@achievingforchildren.org.uk
Single Point of Access (SPA) for London Borough of Richmond	020 8547 5008 Out of Hours: 0208 770 5000
Single Point of Access (SPA) for London Borough of Hounslow	020 8583 6600 - option2 csll-socialcare@hounslow.gcsx.gov.uk

**NCPCC
Childline**

0808 800 5000
0800 1111

Email: help@NSPCC.org.uk

APPENDIX 2

Fire alarm procedure for School Association events held in the School hall *(last revised February 2024)*

THE FIRE ALARM IS A CONTINUOUS RINGING OF THE FIRE BELL
On discovering a fire or any emergency requiring evacuation you should go to the nearest Fire Alarm Point, activate the alarm and call 999.



Fire Alarm Points are situated as follows:

NORTH CORRIDOR

- Outside Year Reception Classroom
- Next to the door opposite the Creative Arts Room
- Next to the door opposite Year 2 Classroom
- Just inside Year 3 Classroom on the wall to the left
- Next to the door to the Outdoor Classroom in Year Reception

MAIN CORRIDOR

- Next to the fire panel near the main school office
- Next to the Fire Exit in the Hall
- Next to the Fire Exit in the Library
- Next to the Fire Exit opposite the Community Room
- Next to the Fire Exit in the Main Kitchen

SOUTH CORRIDOR

- Next to the door to the playground opposite Year 6 Classroom
- Next to the door opposite Year 4 / 5 Classrooms

PROCEDURE ON HEARING THE FIRE ALARM

- A named member of the School Association should dial 999 and ask for the Fire Brigade
- Children should line up in silence at the Fire Exit to the hall in single file
- School Association members should lead the children out
- Children should be led across the road to the green area opposite the school

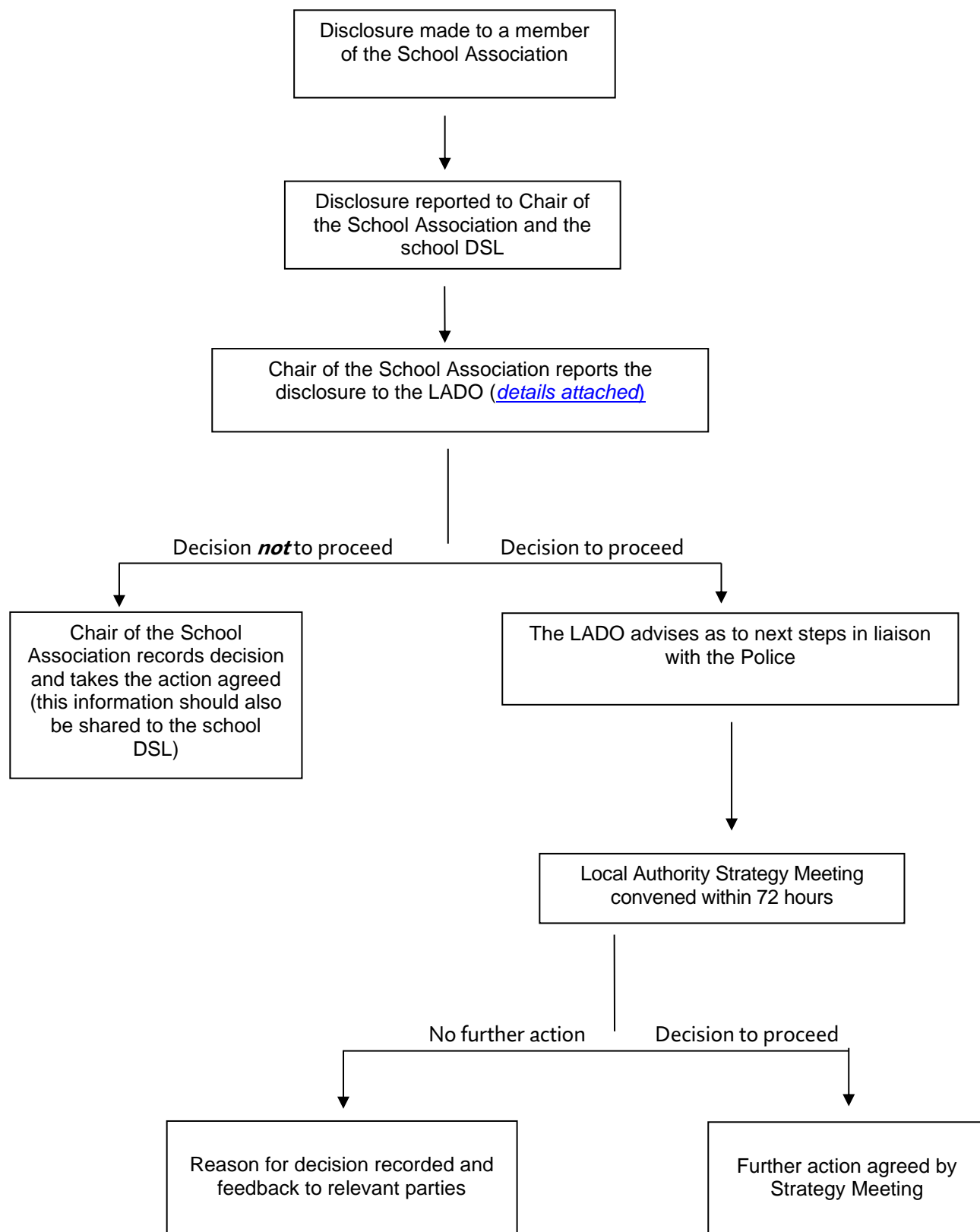
- Corridors/Toilets should be checked for any pupils that may have left the hall
- The Hall doors to the corridor should be closed behind the last person
- Class Reps should call a register making sure everyone is present
- If anyone is missing this must be reported to the member of staff at the event immediately

DO NOT:

- **Re-enter the building for personal belongings**
- **Re-enter the building until instructed to do so by a senior member of staff**
- **Delay or take risks**

APPENDIX 3

Allegation of abuse by a volunteer, School Association member or pupil



APPENDIX 4

Different types of abuse, signs and indicators

The sustained abuse or neglect of children physically, emotionally, or sexually can have long-term effects on the child's health, development and well-being. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The effects can also extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations it can affect parenting ability.

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[Neglect Toolkit](#)

[KRSCP Multi-agency Threshold document](#)

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite

difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that volunteers are also aware of the range of behavioural indicators of abuse and report any concerns to the Trustees.

It is the responsibility of volunteers and Trustees to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the Trustees to decide how to proceed.

It is very important that volunteers report all their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The sustained abuse or neglect of children physically, emotionally or sexually can have long term effects on the child's health, development and wellbeing. It is important to consider the impact on any siblings as well. It can impact significantly on a child's self-esteem, self-image and on their perception of self and of others. The more [Adverse Childhood Experiences \(ACEs\)](#) a child has, the more likely they are to suffer long term. The effects can extend into adult life and lead to difficulties in forming and sustaining positive and close relationships. In some situations, it can affect parenting ability. Other factors that should be considered as a result of abuse and neglect include:

- Drug and alcohol use and abuse
- Missing education
- Serious violence
- Radicalisation
- Sharing of sexualised images

Children Suffering or Likely to Suffer Significant Harm

The [Children Act 1989](#) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of a child. It gives local authorities a duty to make enquiries under Section 47 of the Children Act 1989 to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Such enquiries must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation and other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation. Safeguarding and promoting the welfare of children is defined in [Working Together to Safeguard Children \(2023\)](#) as: protecting children from maltreatment; preventing impairment of a child's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Taking Action

Any child in any family, or in any school could become a victim of abuse. Volunteers should always maintain an attitude of 'It could happen here'. Key points for volunteers to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999.
- report your concern to the Trustees as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day.
- do not start your own investigation.
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

APPENDIX 5

Volunteer Behaviour Statement

As volunteers of **Bishop Perrin School Association**, we recognise our role as ambassadors of goodwill and service. Our behaviour reflects our commitment to the values and mission of the organisation. We pledge to:

1. Exhibit Respect: Treat everyone with dignity, kindness, and empathy, fostering an inclusive environment where all feel valued.
2. Embrace Integrity: Uphold honesty, transparency, and ethical conduct in all interactions, ensuring trust within our community.
3. Demonstrate Professionalism: Maintain professionalism in conduct, language, and appearance, representing **Bishop Perrin School Association** with pride.
4. Protect Confidentiality: Safeguard sensitive information and respect the privacy of beneficiaries, donors, and fellow volunteers.
5. Prioritise Safety: Prioritise the safety and well-being of all individuals involved in our activities and operations.
6. Encourage Collaboration: Embrace teamwork and collaboration, supporting each other to achieve our shared goals.
7. Commit to Learning: Continuously seek opportunities for personal growth, learning, and improvement as volunteers.

Through our behaviour, we uphold the values of the School Association and contribute positively to our mission.

These Behaviour principles will be expected of sub-contractors and third-party providers who provide their goods or services to the School Association.

APPENDIX 6

Complaints Policy & Procedure

Introduction

- This policy sets out the principles for the Complaints Procedures within Bishop Perrin School Association. It is relevant to all within the association and is endorsed by the committee of Bishop Perrin School Association. It will be reviewed annually to ensure that it remains appropriate to the Organisation and its volunteer needs.
- As Trustees of the School Association we understand it is our duty to make decisions that are in the best interests of the School Association. We know that where any of us hold a personal or other interest, this will stop us from achieving this duty and acting in the best interest of our School Association.

Applicability

This applies to every member of the School Association.

The School Association defines a complaint as an expression of dissatisfaction in the School Association's actions or the standard of service provided.

The School Association will take the following steps to identify and deal with any complaint made against the School Association:

- We make all Trustees aware of this policy

- Wherever possible, the School Association encourages complaints to be discussed informally at the time and by the parties involved, to see if a resolution can be reached and the matter de-escalated.
- Any unresolved complaints should then be made in writing to the Trustees and handed in to the School Office, for the attention of the Chair. If the complaint is regarding the Chair, then the complaint may be addressed to the Headteacher in their capacity as a Trustee of the School Association (*in this case, the Headteacher may delegate investigation to another Trustee*).
- The Chair [or Headteacher/their delegate] will respond to the complainant within 7 school days, acknowledging receipt of the complaint.
- The Trustees will discuss any complaint made within 28 school days of receipt of the written complaint.
- The Trustees will respond to the complainant, indicating whether there will be any further discussions or meetings regarding the complaint.
- If a meeting is arranged for the complainant to meet with the Trustees, the complainant may bring additional representatives with them. The complainant is also required to supply any supporting documentation or evidence that they wish the Trustees to view at least 7 school days prior to the meeting
- Minutes of the meeting will be taken and copies shared with all parties.
- The decision made by the Trustees of the School Association in response to a complaint will be confirmed in writing within 7 school days of its meeting, which may contain details of any action to be taken.

APPENDIX 7

Whistleblowing Policy

1. Purpose - The purpose of this policy is to provide a safe and confidential mechanism for volunteers, beneficiaries, and other stakeholders of the **School Association** to report concerns or suspicions of wrongdoing within the organization.

2. Scope - This policy applies to all individuals associated with the **School Association**, including but not limited to volunteers, beneficiaries, donors, and contractors.

3. Reporting Procedure

- Concerns or suspicions of wrongdoing should be reported in writing to the Trustees, who will ensure that the matter is promptly and thoroughly investigated.
- Reports can be made anonymously, although providing contact information may facilitate the investigation process.
- Reports should include specific details of the concern or wrongdoing, such as dates, times, individuals involved, and any supporting evidence.

4. Protection Against Retaliation

- The School Association is committed to protecting individuals who make reports in good faith from retaliation or reprisal.
- Any acts of retaliation against whistle-blowers will be treated as serious misconduct and may result in disciplinary action, up to and including termination or legal action.

5. Confidentiality

- The School Association will handle all reports with appropriate confidentiality and the utmost sensitivity, while conducting a thorough investigation.
- Information related to whistleblowing reports will only be disclosed on a need-to-know basis.

6. Investigation Process

- Upon receiving a report, the Trustees will promptly initiate a fair and impartial investigation.
- Investigations will be conducted by a Chair of the Trustees or Chair of Bishop Perrin School Governors who have been trained in handling whistleblowing complaints.
- Individuals involved in the investigation will be given an opportunity to present relevant information and evidence.

7. Resolution and Follow-Up

- Following the investigation, the Trustees will take appropriate action to address substantiated concerns or wrongdoing.
- Individuals who made reports will be informed of the outcome of the investigation to the extent possible, while respecting privacy and confidentiality.

8. Review and Monitoring

- This policy will be reviewed regularly to ensure its effectiveness and compliance with relevant laws and regulations.
- Trustees will monitor the implementation of this policy and take corrective action as necessary.

9. Contact Information

- Madiha Hyder, Madiha.hyder9@gmail.com, Designated Reporting Officer

APPENDIX 8

Disclosure & Barring Service

The School Association will conduct a written risk assessment to decide what checks, if any, are necessary (see paragraphs 305 to 307 of [KCSIE](#) for more information). The risk assessment will consider:

- The nature of the work with children, especially if it constitutes a regulated activity, including the level of supervision
- What the School Association knows about the individual (formal or informal)
- Whether the volunteer has other employment or undertakes any other voluntary activities where referees can advise on suitability
- What, if any, level of DBS check is required based on the above
- Likelihood and level of contact with school children not engaged with School Association activities or events
- Contents and outcomes of these risk assessments will be retained securely by the Trustees

The level of DBS certificate required depends on the role, but typically, only Trustees will require a DBS, or where Trustees are likely to come into contact with pupils when not engaged with School Association activities.

The Disclosure and Barring Service can offer checks [here](#). For further advice or guidance, the School Association will consult with the School DSL.

Making a referral to the DBS in the event of a safeguarding concern

The School Association has a legal duty to make a referral to the DBS where a person in regulated activity has been dismissed or removed from post due to safeguarding concerns or they would have been removed if they had not resigned beforehand.

APPENDIX 9

Prevent

The aim of the [Prevent Strategy](#) is to reduce the threat to the UK from terrorism by stopping people being drawn into terrorism-this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of the terrorist ideology and learn how to challenge these ideas.

School staff and volunteers, including Trustees and members of the School Association are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools, colleges, their staff and volunteers form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children \(2023\)](#) and [Keeping Children Safe in Education](#). The School Association should work with the School, social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Radicalisation is listed as a specific safeguarding issue within this statutory guidance and is addressed within the Government Prevent Strategy. [The Counter-Terrorism and Security Act 2015](#) places a duty on Schools to have “due regard to the need to prevent people from being drawn into terrorism”.

The Prevent Strategy has three main objectives:

- Respond to the ideological challenge of terrorism & the threat we face from those who promote it;
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support;
- Work with sectors and institutions where there are risks of radicalisation which we need to address.

We are required to take a risk-based approach to the Prevent Duty, under paragraph 14 of the Home Office's statutory guidance.

This statement demonstrates School Association's awareness of the specific risks of extremism and radicalisation in our school and our area.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Extremism isn't exclusive to any section of society and can take many forms.

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