INSPIRING FUTURES PARTNERSHIP TRUST

CHILD PROTECTION POLICY
For Abbey View
Primary Academy

Policy Type	Statutory
Updated by	Victoria Morris
Updated in	July 2020
Review due	July 2021 or sooner if changes in Government advice/policy prompts an earlier review
Approved by	Pending approval by Nahla Eltinay (Safeguarding Trustee) and the Board of Trustees

CHILD PROTECTION POLICY
FOR INSPIRING FUTURES PARTNERSHIP TRUST

CONTENTS

1.   Contacts

1.1 Academy contacts

- Designated Safeguarding Lead (DSLs) **SLT members in bold:**
  - **Madasar Mirza**
  - Gemma Burrell

- Designated Safeguarding Lead for Looked After Children: Madasar Mirza

- Nominated Trustee: Nahla Eltinay

- Chair of Trustees: Roger Wynne

1.2 Safeguarding Partners:
- Buckinghamshire Local Authority

- Buckinghamshire CCG

- Thames Valley Police

1.3 Contacts in County

- Education Safeguarding Advisory Service   01296 382817

- Education Safeguarding Advisor - Wycombe   01296 382822

- Local Authority Designated Officer (LADO):   01296 382070

- First Response Team   01296 383962

- Social Care, Out of Hours: 0800 999 7677

- Thames Valley Police   101 (999 in case of emergency)

- Family Resilience Service   08454 600 300

- Family Information Service   0845 688 4944

- SchoolsWeb   BucksCouncilSchoolsWeb
  for School bulletin, Safeguarding links and A-Z guide to information and services

- Buckinghamshire Grid for Learning e-Safety   Bucks Council e-Safety

- RU Safe? (Barnardos- Child Sexual
  Exploitation Service)   01494 461112

1.4 Other contacts

- NSPCC   0800 800 5000

- Childline   0800 11 11

- Kidscape Bullying Helpline   0845 1205 204

- Samaritans   0845 790 9090

- CEOP   CEOP
  (Child Exploitation and Online Protection)

- Foreign and Commonwealth Office   0207 008 0151
  (Forced Marriages Section)

- Crimestoppers   0800 555 111

- Channel/Prevent/Protect(Anti-Radicalisation) 01494 421371

- Female Genital Mutilation   08000283550
  Email: fgmhelp@nspcc.org.uk

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education (2019)](#) and [Working Together to Safeguard Children (2018)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- [The School Staffing (England) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children

- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

This policy also complies with our funding agreement and articles of association.

This policy adheres to our statutory responsibility to follow the locally agreed multi-agency procedures that have been put in place by the 3 safeguarding partners- the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children within our area.

3. Introduction

3.1   The Trustees takes seriously their responsibility under section 175 of the Education Act 2002 (section 157 for Independent academy's) to safeguard[1] and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those children who are suffering harm or whose welfare may be in question. All staff have read and understood Section A of Keeping Children Safe in Education Sept 2020.

3.2   We recognise that all staff[2] and Trustees have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our academy should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

3.3   The aims of this policy are:

3.3.1 To support the child's development in ways that will foster security, confidence and resilience.

3.3.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

3.3.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and promptly reporting cases of abuse.

3.3.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the academy, contribute to assessments of need and support plans for those children.

3.3.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

3.3.6 To ensure the academy has as robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.

3.3.7 To have a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children as well as a structured procedure within the academy which will be followed by all members of the academy community in cases of suspected abuse.

3.3.8 To develop effective working relationships with all other agencies, guided by the threshold document, involved in safeguarding children.

3.3.9 To ensure that all adults within our academy who have access to children have been checked as to their suitability through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

3.3.10 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3. Responsibilities

3.1   All staff at our academy understand that safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the academy who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to a DSL (see contacts sheet) or, in their absence, to the Principal (see contacts sheet), followed by recording on CPOMS. Please see Flow Chart for Raising Safeguarding Concerns About a Child (displayed around the school). All other concerns, should be recorded on CPOMS as stated on the flow chart, as soon as possible. In the absence of any of the above, the matter should be brought to the

attention of the most senior member of staff. In addition, all staff are aware of the Early Help process.

3.2   The Trustees understand and fulfil their safeguarding responsibilities. They will:

    3.2.1   Ensure that the academy has a robust Child Protection Policy and that this is reviewed annually.

    3.2.1   Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

    3.2.2   Ensure there is a Designated Safeguarding Lead (DSL) who is a member of the academy's senior leadership team and at least one additional DSL from the SLT along with a Nominated Trustee for Child Protection.

    3.2.3   Recognise the importance of the role of the DSLs and support them, ensuring they have the time, skills, training and resources to be effective. The roles and responsibilities of all DSLs are explicit in their job descriptions.

    3.2.4   Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.

    3.2.5   Recognise the contribution the academy can make to helping children and young people keep safe through the teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.

    3.2.6   Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (Sept 2020)* and legislation referred to therein.

    3.2.7   Ensure the safeguarding needs of pupils, their families and the academy are fully understood and resources allocated to meet identified needs.

    3.2.8   Work with the DSLs to complete an annual safeguarding report for Trustees to evidence how the academy is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this audit are shared with the Education Safeguarding Advisory Service within the expected timeframe.

    3.2.9   Ensure there is an auditable system in place to evidence ALL staff have read, understood and agree to comply with their roles and responsibilities as laid out in KCSiE 2020.

3.3   It will be the duty of the Chair of Trustees to liaise with relevant agencies if any allegations are made against the Principal.

3.4   The Nominated Trustee for child protection will be familiar with Buckinghamshire Safeguarding Children's Board (LSCB) procedures, Local Authority procedures and guidance issued by the Department for Education.

The Nominated Trustee will:

    3.4.1   Work with the DSLs to produce the Child Protection Policy.

3.4.2 Undertake the training available for Nominated Trustees.

3.4.3 Ensure that child protection is, as a minimum, an annual agenda item for the Trustees.

3.4.4 Meet regularly with the DSLs to review and monitor the academy's delivery on its safeguarding responsibilities, using the Section 11 Audit Tool to facilitate this

3.4.5 Ensure the academy complies with the Section 11 Auditing process of the Bucks Safeguarding Report, submitting the completed audit on request.

3.4.6 Ensure the Annual Safeguarding report is submitted to ESAS.

3.5 We have DSLs who are responsible for:

3.5.1 Referring a child, using the Buckinghamshire Threshold document, if there are concerns about a child's care or welfare: abuse or neglect, to Early Help provisions or Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Common Referral Form which will be securely emailed to the team (securecypfirstresponse@buckscc.gcsx.gov.uk) within the same day or, if this is impossible, within 24 hours.

3.5.2 Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact, opinion and hearsay. This will include: identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.

3.5.3 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies "pressed", by school, for reconsideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

3.5.4 Ensuring all such records are kept confidentially and securely in accordance with data protection and are separate from pupil records, and include dates and brief entries to provide a chronology. Information sharing will be on a 'need to know' basis only and in accordance with the confidentiality policy.

3.5.5 Ensuring an indication of additional and separate record-keeping of child protection issues is marked on the pupil records with a red dot.

3.5.6 Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting, facilitating transfer of records to maintain confidentiality.

3.5.7 Creating a culture of safeguarding and vigilance within the academy, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding. Training may include official Child Protection training, training on key issues such as FGM or email updates and staff briefing updates.

3.5.8   Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers.

3.5.9   Being available, to staff, during school hours and term time, for consultation and advice on safeguarding concerns raised. All DSLs follow the same training pathway in our academy. Arrangements are in place to support staff during these times if students are off-site whilst accompanied by staff (E.g residential trips)

3.5.10 Ensure all academy staff are aware of the academy's Child Protection Policy and procedures, and know how to recognise and refer any concerns.

3.5.11 Ensure either they or another appropriately informed member of staff attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.

3.5.12 Ensuring any absence of two consecutive academy days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.

3.5.13 Having, in place a robust system for monitoring absences and addressing this quickly with parents and pupils to effect change. In addition, this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.

3.5.14 Ensuring if a pupil, about whom there have been child protection concerns leaves the academy, concerns and academy medical records are forwarded under confidential cover to the DSL at the pupil's new academy as a matter of urgency. The original copy of significant documents will be retained at our academy, and photocopies forwarded as above.

3.5.15 Providing, with the Principal, an annual report for the Trustees, detailing any changes to the policy and procedures; training undertaken by the DSLs, and by all staff and Trustees; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Trustees will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

3.5.16 Meet regularly (once a term) with the Nominated Trustee to share oversight of safeguarding provision within the academy, monitor performance and develop plans to rectify any gaps in delivery noted using the Section 11 Auditing tool to evidence and monitor performance.

3.5.17 Meet the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

3.5.18 Ensure that a referral is made of all cases where a staff member has been dismissed or left the academy due to the risk/harm, to the Disclosure and Barring Service.

3.5.19 Refer to the Police any cases where a criminal offence may have been committed.

3.5.20 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the team at the academy.

3.5.21 Promoting educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.

4. Procedures

4.1 Our academy procedures for safeguarding children will be in line with Buckinghamshire Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, and "Working Together to Safeguard Children 2018" and "Keeping Children Safe in Education" 2020 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

We will ensure that:

4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the LA, within the past two years. Our Designated Safeguarding Lead (DSL) will update their training with LA approved training at least every two years and follow the locally agreed training pathway. In addition, there is a further DSL with appropriate training.

4.1.2 In the absence of an appropriately trained member of staff, the Principal will assume the role of DSL.

4.1.3 All adults (including supply teachers and volunteers) new to our academy will be made aware of the academy's policy and procedures for child protection, the name and contact details of the DSL and the academy safeguarding leaflet, and have these explained, as part of their induction into the academy.

4.1.4 All members of staff are provided with opportunities at least every three years to receive training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. In addition, safeguarding is a standing item on year group meeting agendas, SLT meetings and Monday briefings. Safeguarding updates are also given at least termly. This ensures that Safeguarding is kept high on the academy's agenda.

4.1.5 All parents/carers are made aware of the academy's responsibilities in regard to child protection procedures through publication of the academy's Child Protection Policy, and reference to it in our prospectus/brochure and home academy agreement. Policy on the website. Our website also has a safeguarding page.

4.1.6 All staff, parents/carers and children are aware of the academy's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.1.7 Our lettings policy will seek to reflect the on-going responsibility the academy has for safeguarding those using the site outside of normal academy hours, ensuring the suitability of adults working with children on academy sites at any time and that use of the site to promote extremist views is prohibited

4.1.8 Community users organising activities for children are aware of and understand the need for compliance with the academy's child protection guidelines and procedures.

4.1.9 The academy operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities as well as Trustees. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire Council and in line with current legislation. We use the enhanced DBS check for staff and Trustees. We do not use supply staff.

4.1.10 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The academy recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.11 Our procedures will be annually reviewed and up-dated.

4.1.12 The name of the DSLs will be clearly shown in the academy in appropriate locations including the school office, reception areas and staff rooms, with a statement explaining the academy's role in referring and monitoring cases of suspected abuse.

5. Prevention

5.1 We recognise the academy plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this emotional wellbeing of our pupils and recognise the role the academy plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or though exposure to extremist views.

5.1.1 We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.

5.1.2 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.

5.1.3 School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

5.1.4 Whilst a central part of our work with students is to support them to stay safe when on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor

5.2 The academy community will therefore:

5.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.

5.2.2 Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and included issues such as FGM, CSE and radicalisation.

5.2.3 Ensure that all children know there is an adult in the academy whom they can approach if they are worried or in difficulty.

5.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help. This will include statutory Relationships and Health Education from September 2020.

5.2.5 Staff will work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and the use of the internet and child sexual exploitation.

5.2.6 Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6. Supporting Children

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated.

6.1 We recognise the young minds of our pupils can be vulnerable and exploited by others, staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.

6.2 We recognise that the academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.4 Staff recognise the need for a culture of vigilance to be present in the academy to support safeguarding. This includes awareness and sensitivity to additional changes of pupils which may indicate they are at risk of radicalisation.

6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.

6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive. Allegations of peer-on-peer abuse will be dealt with in the same way as other allegations, by talking to the child making the allegation, recording the information given and taking action to protect the child, working closely with the parents. This includes allegations relating to 1:1 abuse, group abuse and online abuse and abuse which falls under our equality policy. Where an allegation is made by a pupil with SEND, the SENDCo will be included in the relevant actions to support the child.

6.7 Our academy will support all pupils by:

6.7.1 Encouraging the development of self-esteem and resilience in every aspect of academy life including through the curriculum.

6.7.2 Promoting a caring, safe and positive environment within the academy.

6.7.3 Monitoring all absences from academy and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten academy days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol. https://academysweb.buckscc.gov.uk/academys/documents/exclusions_reintegration/Chil dren_Missing_Education_Protocol.doc

6.7.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues on other service areas to promote the welfare of pupils.

6.7.5 If a pupil is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.

6.7.6 If a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.

6.7.7 Notifying Social Care (First Response) as soon as there is a significant concern, using the threshold document to inform decision-making.

6.7.8 Ensuring that a named teacher is designated for Looked After Children

(LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the academy. We have a separate policy for LAC which details our approach.

6.7.9 Expecting staff to be sensitive to the needs of children who are "looked after", recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying.

6.7.10 Notifying Social Care (First Response) when a child attending the academy is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.

6.7.11 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.

6.7.12 Providing continuing support to a pupil (about whom there have been concerns) who leaves the academy by ensuring that such concerns and academy medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our academy, and photocopies forwarded as above.

6.7.13 Awareness that SEND pupils face additional challenges and safeguarding issues such as: assumptions being made that any issues are due to their needs rather than indicators of abuse, difficulties in communicating their needs or concerns and the greater impact of bullying on their wellbeing.

6.7.14 DSLs having a close working relationship with the SENDCO regarding the needs of the children in the category of SEND.

6.8 Our school has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.

6.9 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks Council to monitor and review this.

6.10 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties. Mental Health is addressed in the curriculum as part of the statutory Relationships and Health curriculum and staff understanding that a child's own mental health is something that can make them vulnerable and when to report this as a risk.

6.11 The DSLs along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

6.11.1 The DSLs along with the rest of our staff receive regular training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support.

6.11.2 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.

6.11.3 Staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

7. Confidentiality

7.1 We recognise that all matters relating to child protection are confidential.

7.2 The Principal or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.

7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the academy, separate from the pupil records.

7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

7.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. They will reassure the child that only people who are trying to help them will be told.

7.7 Trustees and all staff need to aware of their obligations under the GDPR and the Data Protection Act (DPA) 2018 – Please see the privacy notices for staff and pupils on our website.

7.8 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

7.9 In the event of a disclosure from a child we will:

o Listen to the child. Allowing the child to tell what has happen in their own way and at their own pace. Staff will not interrupt a child who is freely recalling significant events.

o Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.

o Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.

o Make an accurate record of what they have seen/heard using the schools record

keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically

- o Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.

- o Staff will explain to the child what will happen next and the need for the information to be shared with the DSL

- o The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

- o Information will be supplied as requested by our three safeguarding partners (see Contact sheet)

In the unlikely event of all the DSLs and the Principal not being available, staff are aware they must ring First Response for advice. **If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999**

8. Supporting Staff

8.1 We recognise that staff working in the academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Principal or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

8.3 In consultation with all staff, we have adopted a code of conduct for staff at our academy. This forms part of staff induction and is on the website and the shared area of the school network. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our academy.

8.4 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by the LA.

9. Safeguarding Concerns and Allegations of abuse made against teachers, staff and volunteers (including Supply/Casual Staff)

9.1 All staff and volunteers must be aware of the guidance regarding safeguarding concerns and allegations of abuse made against teachers and other staff as mentioned in KCSIE (part 4)

9.2 All academy staff and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)

9.3 Staff should be aware of the academy's behaviour/discipline policy and Code of Conduct. This can be found in the main policy folder in the office and on the teachers "shared area" on the computer.

9.4 We understand that a pupil may make an allegation against a member of staff. If such an allegation or safeguarding concern is made, the member of staff receiving the allegation will immediately inform the Principal / DSL who will then liaise with the Principal or the most senior teacher if the Principal is not present.

9.5 The Principal/senior teacher on all such occasions should immediately discuss the content of the safeguarding concern or allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

9.5.1 The Principal/Senior Leader will:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace

- Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation

- Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency

9.6 If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO (as in 9.5 above) without notifying the Principal first.

9.7 The academy will follow the Council's procedures for managing allegations against staff, a copy of which can be found in the main policy folder in the office and on the teachers "shared area" on the computer.

9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.5 above) in making this decision, as well as being guided by HR.

9.9 If a suspension is made, following Local Authority procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

9.10 Our lettings agreement for other users requires that the organiser will follow Council procedures for managing allegations against staff and, where necessary, the suspension of adults from academy premises.

9.11 **Transfer of Risk-** Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform their manager of employer. In these circumstances, the

organisation will need to assess whether there is any potential for risk to transfer to the workplace and the individual's own work with children or young people

9.12 Where there is a safeguarding concern around a staff member who is on supply at the school, this must be addressed through policy and reporting to the LADO, as it would with a contracted staff member. The academy must not simply cease to use the Supply Teacher/TA if they have **'behaved or may have behaved in a way that indicates they may not be suitable to work with children'.** KCSiE 2020.

10. Whistleblowing

10.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

10.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues as stated in our Whistleblowing Policy. If necessary, they should speak to the delegated 'whistleblowing' Trustee or the Local Authority Designated Officer (LADO). Our separate Whistleblowing policy can be found in the office policies folder or on the shred network.

11. Physical intervention/Positive handling

11.1 Our policy on physical intervention/positive handling by staff is set out separately. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. Use of Reasonable Force, 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

11.2 Principals and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

11.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

11.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.

11.5 Staff who are likely to need to use physical intervention must be appropriately trained.

11.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

12. Antibullying

12.1 Our policy on the prevention and management of bullying is set out in a separate policy

and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

13. Racist Incidents

13.1   Our policy on racist incidents is set out in the Equality policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures in required.

14. Health and Safety

14.1   Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the academy environment and, for example, in relation to internet use, and when away from the academy when undertaking academy trips and visits.

14.2   Our separate policy for wrap-around care details the procedures for safe handover of pupils.

15. e-Safety

15.1   All staff should be aware of the academy policy on e-Safety which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line
- Inspiring safe and responsible use and behaviour
- Use of mobile phones both within academy and on academy trips/outings
- Use of camera equipment, including camera phones
- What steps to take if you have concerns and where to go for help.

15.2   E-Safety is included as an ICT teaching unit in every year group, ensuring that children understand the dangers of the internet and how to keep themselves safe, progressing at an age-appropriate rate. It also features in some PSHCE lessons.

15.3   Appropriate filters are in place to ensure that pupils cannot access or be exposed to inappropriate material on the internet while at school.

15.4   Please also see our acceptable use policy and Code of Conduct for details regarding staff and visitor use of mobile phones and other photographic equipment.

16. Cultural Issues

As an academy we are aware of the cultural diversity of the community around us and seek to

work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk from harm through FGM, belief in spirit possession and Forced Marriage. Staff will report concerns about abuse linked to culture, faith or religious practices in the same way as other concerns.

16. 1 Staff understand that reporting of FGM or suspected FGM to the police is a mandatory legal duty. Our Guidelines on Female genital mutilation are listed as an Appendix.

16.2 Children who may be at risk from Forced Marriage can be identified in a number of ways such as following the Child Missing in Education procedures and attendance meetings with the Principal when parents request an extended holiday as per our attendance policy. Staff understand that forced marriage is illegal and a form of child abuse.

16.3 We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.

16.4 We promote awareness through training and access to resources, ensuring that the signs and indicators of abuse linked to faith, culture or religious belief are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL.

16.5 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

17. Child Sexual Exploitation

All staff are aware that Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

17.1 Children or young people who are being sexually exploited may not understand that they are being abused.

They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

17.2 If a member of staff suspects CSE, they will report to the DSL using the same procedures as other abuse indicators. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

18. Peer on Peer/Child on Child Abuse including sexting

All staff are aware that abuse can be peer on peer/child on child as well as perpetrated by an adult

or older child. They understand that this type of abuse can include sexting, hazing/initiation rituals and other e-Safety issues and that these must be reported to the DSL using the same procedures as other abuse indicators. Please see appendix for further guidance from Bucks Council regarding sexting.

18.1 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.

18.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety.

19. Child-on-child sexual violence and sexual harassment and upskirting

All staff are aware that sexual violence and sexual harassment can occur between two children of any age and sex. They also understand that this type of abuse can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. They understanding that such harassment may include upskirting.

19.1 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

19.2 Reports of sexual violence and sexual harassment are extremely complex to manage. Staff must report to the DSL using the same procedures as other abuse indicators. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

19.3 All staff have been made aware that 'upskirting' is now a criminal offence. The Voyeurism (Offences) Act came into force on 12 April 2019. The definition of upskirting is, "taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm".

20. Serious Crime

20.1   All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious, violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs. Where this activity involves drugs, it is sometimes referred to as **County Lines**. The definition of County Lines is: '*a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They*

are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.'

20.2   County Lines involves Child Criminal Exploitation. This is defined as: 'Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.'

20.2   All staff are aware of the associated risks of serious crime and understand the measures in place to manage these. <u>Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.</u>

21. Mental Health

21.1   All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

21.2   Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

21.3   Staff are aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, and that the high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

21.4   If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, recording the concern on CPOMs and contacting the DSL.

21.5   DSLs are aware of the local support services available for parents and children, including the new Mental Health Support Teams when these are up and running. They work closely with Senior Mental Health Leads.

21.6   The school seeks all available opportunities for staff training in mental health and the DSl has Level training.

22. Teaching Safeguarding

Staff understand that, in addition to teaching e-Safety, opportunities should be taken through PSHE and RSE to ensure that children understand key issues relating to their safety including the key issues laid out in this policy. All year groups have an age-appropriate unit of work relating to CSE. From 202O, the teaching of safeguarding will be included in the new statutory RSE curriculum. Please see our PSHE policy which includes protocols for staff on our website.

23. **Retention of Records**

23.1   When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy

23.2   There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the child concerned reaches the age of 25 years.

23.3   If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

23.4   For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

23.5   In the instance or repeated allegations however our school retains the right, in the interest of safeguarding students, to retain a record of concern.

24. **Use of images**

Please see our separate Use of Images policy which is on our website, saved in on the shared network and in the office policy folder.

25. **Policy Review**

The Trustees of our academy are responsible for ensuring the **annual review** of this policy, and for reporting back to the Local Authority. The date the next review is due is on the front cover.

Appendix One

Child Protection

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for academy staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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). If a child is observed scavenging for food at academy, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

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

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel

frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, the academy should consider making a referral to Social Care if the child shows any indicators of significant harm. The DSLs should have due regard for Operation Encompass notifications from the police (notifications that the police attended a property where domestic violence has been reported and a child was present.)

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or 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.

.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

- *Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.*

- *Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.*

  Victoria Climbié Inquiry Report.

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour-based violence (where for instance they have transgressed the expectations of them as young women in their family and community).

- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).

- Children being trafficked from abroad.

- Girls and/or boys at risk of being forced into marriage.

Mental Health

'Schools and colleges have an important role to play in supporting the mental health and well being of their pupils' KCSiE 2020

From Mental Health and Behaviour in Schools 2018

Identifying children with possible mental health problems:

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem

This can include:

- Emotional state (fearful, withdrawn, low self-esteem)
- Behaviour (aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

Appendix Two

SAFEGUARDING IN EDUCATION

When to Refer To Social Care

Failing to refer a child to social care within the appropriate time scale places children at greater risk of harm. It is crucial that if you have concerns that a child is suffering or likely to suffer significant harm, you immediately inform the Designated Safeguarding Leads.

Referrals to the First Response Team <u>must</u> be made if;

- There is concern about a child at risk of sexual abuse;

- There is physical injury caused by assault or neglect (this may or may not require medical attention;

- A child is suffering persistent neglect;

- A child is living in an environment which is likely to have an adverse impact on their emotional development;

- Where parent's circumstances are affecting their capacity to meet the child's needs because of domestic violence, drug and/or alcohol misuse, mental health problems, learning disability.

Follow the Safeguarding Flow Chart for Raising Concerns about a child- see below

Appendix Three
Specific safeguarding issues

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect

- Are at risk of forced marriage or FGM

- Come from Gypsy, Roma, or Traveller families

- Come from the families of service personnel

- Go missing or run away from home or care

- Are supervised by the youth justice system

- Cease to attend a school

- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions

- Associating with other young people involved in exploitation

- Having older boyfriends or girlfriends

- Suffering from sexually transmitted infections or becoming pregnant

- Displaying inappropriate sexualised behaviour

- Suffering from changes in emotional wellbeing

- Misusing drugs and/or alcohol

- Going missing for periods of time, or regularly coming home late

- Regularly missing school or education, or not taking part in education

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and SLT will be aware of contact details and referral routes in accordance with local procedures.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place

- A mother/family member disclosing that FGM has been carried out

- A family/pupil already being known to social services in relation to other safeguarding issues

- A girl:

    o Having difficulty walking, sitting or standing, or looking uncomfortable

    o Finding it hard to sit still for long periods of time (where this was not a problem previously)

- o Spending longer than normal in the bathroom or toilet due to difficulties urinating

- o Having frequent urinary, menstrual or stomach problems

- o Avoiding physical exercise or missing PE

- o Being repeatedly absent from school, or absent for a prolonged period

- o Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

- o Being reluctant to undergo any medical examinations

- o Asking for help, but not being explicit about the problem

- o Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

- FGM being known to be practised in the girl's community or country of origin

- A parent or family member expressing concern that FGM may be carried out

- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

- A girl:

  - o Having a mother, older sibling or cousin who has undergone FGM

  - o Having limited level of integration within UK society

  - o Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

  - o Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period

  - o Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM

  - o Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)

  - o Being unexpectedly absent from school

  - o Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves

- Becoming susceptible to conspiracy theories and feelings of persecution

- Changes in friendship groups and appearance

- Rejecting activities they used to enjoy

- Converting to a new religion

- Isolating themselves from family and friends

- Talking as if from a scripted speech

- An unwillingness or inability to discuss their views

- A sudden disrespectful attitude towards others

- Increased levels of anger

- Increased secretiveness, especially around internet use

- Expressions of sympathy for extremist ideologies and groups, or justification of their actions

- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures,

Non-collection of children

If a child is not collected at the end of the day, parents will be called and if there is no response from parents by 4pm, further contact list will be used. If child still not collected and parent's whereabouts unknown, the police will be contacted to seek further advice.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. See policy

Sexting

Information about Sexting Procedures from Bucks Council

For School Staff:

```
Step 1:
If a device is involved - confiscate it and set it to flight
mode or, if not possible, switch it off.
```

```
Step 2:
Seek advice - report to your designated safeguarding
lead via your normal child protection procedures.
```

Record all incidents of sexting, including both the actions you did take as well as the actions you didn't take and give justifications. In applying judgement to each incident, consider the following:

- Is there a significant age difference between the sender/receiver involved?
- Is there any external coercion involved or encouragement beyond the sender/receiver?
- Do you recognise the child as more vulnerable than usual i.e. at risk?
- Is the image of a severe or extreme nature?
- Is the situation isolated or has the image been more widely distributed?
- Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Context

If any of these circumstances are present, then do escalate or refer the incident using your normal child protection procedures. This includes reporting to the police. If none of these circumstances are present, then manage the situation accordingly within the school and without escalating to external services. Record the details of the incident, action and resolution.

With the rise of sexting incidents involving young people, this guidance aims to help schools identify sexting incidents, manage them and escalate appropriately.
Have these children been involved in a sexting incident before?

County Lines

How does this affect children and young people?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years; • can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;

- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and

- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can

also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

Who is vulnerable?

The national picture on county lines continues to develop but there are recorded cases of:

- children as young as 12 years old being exploited or moved by gangs to courier drugs out of their local area; 15-16 years is the most common age range
- both males and females being exploited
- White British children being targeted because gangs perceive they are more likely to evade police detection but a person of any ethnicity or nationality may be exploited
- the use of social media to make initial contact with children and young people
- class A drug users being targeted so that gangs can take over their homes (known as 'cuckooing'). We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:
- having prior experience of neglect, physical and/or sexual abuse
- lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- social isolation or social difficulties
- economic vulnerability
- homelessness or insecure accommodation status
- connections with other people involved in gangs
- having a physical or learning disability
- having mental health or substance misuse issues;
- being in care (particularly those in residential care and those with interrupted care histories)
- being excluded from mainstream education, in particular attending a Pupil Referral Unit

Key indicators

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets • relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being