



Safeguarding Policy for Loudwater Combined School

Revised September 2021

This policy was adopted on 16.9.21

The policy is to be reviewed by September 2022

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APPENDIX

1. Contacts

School contacts: Contact via the school office: 01494 524919 or email office@loudwater.bucks.sch.uk

	Name
The designated safeguarding lead for safeguarding in this school	Clare Cunnington
Additional Designated Safeguarding Lead(s):	Belinda Welland
Head Teacher:	Clare Cunnington
Nominated Safeguarding Governor:	Paul Randall cog@loudwater.bucks.sch.uk

Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Buckinghamshire Council Equalities & School Improvement Manager	01296 382461
Buckinghamshire Council Prevent Co-ordinator	01296 674784
Thames Valley Police	101 (999 in case of

	emergency)
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Other contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmf@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Attendance
- Behaviour for Learning and Positive Relationships
- Children Looked After
- Equalities
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs)
- Photography
- E-Safety (including use of social media)
- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing

- Safer Recruitment
- Record Keeping

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

Child protection is part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18

2. Introduction

2.1. At Loudwater School we believe that a policy on safeguarding is founded on the right of all children to be safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The aim of this policy is to provide staff, supply staff, governors and volunteers with the framework they need to keep children in Loudwater School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- "Working Together to Safeguard Children 2018" - July 2018 [Working Together To Safeguard Children July 2018](#)
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Sept 2021 [Keeping Children in Education 2021](#)
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – Sept 2021 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education, Sept 2021**.

2.3. All staff are required to read and adhere to the **Staff Code of Conduct**.

2.4. The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

2.5. The aims of this policy are:

2.5.1. To provide an environment in which children feel safe, secure, valued and respected.

2.5.2. Children feel confident that they can talk to adults within school to share any concerns that they may have.

2.5.3. To ensure all teaching staff, non-teaching staff, supply staff, governors and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for early support
- promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- are trained to recognise signs and indicators of abuse.

2.5.4. For all staff to recognise that safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision and effective care
- Taking action to enable all children to have the best outcomes.

2.5.5. To provide systematic means of monitoring children known to be, or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

2.5.6. To ensure Loudwater School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

2.5.7. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.

2.5.8. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

2.5.9. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

2.5.10. To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

2.5.11. This policy is published on our website, our school intranet at Teacher Share/School Policies/Safeguarding Information and hard copies are available from the school office.

3. Responsibilities

3.1. All staff, supply staff, volunteers, visitors, governors and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Clare Cunningham (Designated Safeguarding Lead; DSL) or, in their absence, to Belinda Welland (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity.

3.2 Staff must maintain a good working knowledge of the Buckinghamshire

Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

3.3 Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4 Staff understand vulnerability and that barriers exist when recognising abuse and neglect for children. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ group or who are exploring gender identification
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.

3.5. The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

3.5.1. Ensure that the Head teacher creates and maintains a strong, positive culture of safeguarding within the school.

- 3.5.2.** Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually.
- 3.5.3.** Regularly monitor and evaluate the effectiveness of this Safeguarding Policy.
- 3.5.4.** Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The Head teacher has overall responsibility for safeguarding within the school. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.
- 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- 3.5.6.** Ensure measures are in place for the Governing Body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Head teacher where there are any identified gaps in practice or procedures are not followed.
- 3.5.7.** Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand to keep themselves safe.
- 3.5.8.** Ensure that school is following the statutory RSE guidance –[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/relationships-and-sex-education-rse-and-health-education)
- 3.5.9.** Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- 3.5.10** Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.
- 3.5.11** Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.
- 3.6.** It is the duty of the Chair of Governors, Paul Randall, to liaise with relevant agencies if any allegations are made against the Head teacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

- 3.7.** The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2021 must be followed if there were any such concerns. [Keeping Children Safe in Education 2021](#)
- 3.8.** The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- 3.9.** The Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:
- 3.9.1.** Work with the DSL to produce the Safeguarding Policy annually.
 - 3.9.2.** Undertake appropriate safeguarding training, to include Prevent training.
 - 3.9.3.** Ensure safeguarding is regularly discussed at Governing Body meetings
 - 3.9.4.** Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.
 - 3.9.5.** Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:
[Inspecting safeguarding in early years, education and skills settings](#)
[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)
- 3.10.** All governors must complete safeguarding training on appointment, to also include Prevent training.
- 3.11.** The Governing Body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.
- 3.12.** We have a Designated Safeguarding Lead (DSL) who is responsible for:
- 3.12.1.** Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
 - 3.12.2.** Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

- 3.12.3.** Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response.
- 3.12.4.** Establishing a safe and secure system for recording and storing safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- 3.12.5.** Ensuring all safeguarding files are held separately from pupils' educational records.
- 3.12.6.** Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- 3.12.7.** Being the designated point of contact for staff to be able to discuss and share their concerns.
- 3.12.8.** Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term- time during working hours.
- 3.12.9.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.12.10.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- 3.12.11.** Providing an annual report for the Governing Body, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- 3.12.12.** Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.
- 3.12.13.** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.12.14.** Referring immediately to the Police, using the guidance, When to call the police, [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) , for any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

- 4.1. Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children 2018**” [Working Together to Safeguard Children 2018](#), “**Keeping Children Safe in Education 2021**” [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

There are a range of factors which we need to be aware of which could potentially impact on pupils in our particular local area:

- Risk of radicalisation – we know that this has been a concern in other local schools.
- Cultural factors – although we must be sensitive to the views and approaches to children held by those from different backgrounds these must not compromise our safeguarding responsibilities.
- Children joining the school mid-year – we sometimes have children who join our school at different times; it is vital that we quickly establish with their previous school whether there were any safeguarding concerns in their setting.
- Elective Home Education – at this time there is an increase in the number of parents who are choosing to educate their children at home. When this happens we must ensure that such pupils are registered with the local authority and that any safeguarding concerns are shared.

We will ensure:

- 4.2. We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- 4.3. We have a member of staff (Deputy Safeguarding Lead) who will act in the DSL’s absence and who has also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 4.4. All adults (including supply teachers, volunteers and contractors) new to our school are made aware of the school’s policy and procedures for safeguarding, the name and contact details of the DSL, their role and responsibilities under “**Keeping Children Safe in Education 2021**” [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and the booklet “**What to do if You’re Worried a Child is Being Abused**” [Stat guidance template \(publishing.service.gov.uk\)](#) . They will have these explained, as part of their induction into the school.
- 4.5. Visitors must be:

- Clearly identified with visitor/contractor passes. Those who are not DBS cleared should wear a red lanyard to show this.
 - Met and directed by school staff/representatives.
 - Signed in and out of the school by school staff.
 - Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern.
 - Given restricted access to only specific areas of the school, as appropriate.
 - Escorted by a member of staff/representative as required.
 - Given access to pupils restricted to the purpose of their visit.
- 4.6. All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.
- 4.7. All parents/carers must be made aware of the school's responsibilities in regard to safeguarding procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any safeguarding concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
 - Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
 - Staff must make a written report using the school record keeping process;
 - All concern forms are located in the staffroom. These should be completed promptly and Clare Cunningham or Belinda Welland made aware of them, either by placing on Clare's desk or leaving with a member of office staff.
 - Staff must ensure the time and date of the incident is recorded;
 - A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - Use a body map to record any injuries seen or reported by the child;
 - Staff must sign and date the report giving details of their role within school;
 - The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.
 - The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.
- 4.8. Through our **Attendance for Learning Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Office staff will make a call to parents to establish reasons for absence on the first day. If they cannot be contacted a home visit may be made by two members of staff.
- 4.9. All children attending our school are required to have a minimum of two identified emergency contacts.

- 4.10 Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.
- 4.11 Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.12 Parents/carers must inform school if there are any changes to a pupil's living arrangements. Loudwater School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.13 All staff, parents/carers and children are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact.
- 4.14 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Safeguarding Policy** of any organisation hiring the school's facilities.
- 4.15 The school operates **Safer Recruitment** practices.
- 4.16 Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).
- 4.17 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Record-Keeping and Retention of Records

- 5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.
- 5.2 Records should include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- 5.3 There is a statutory requirement for our school to pass any safeguarding records to the pupil's next school. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method.

- 5.4. The last statutory school maintains safeguarding files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any safeguarding files will remain at our school in a secure location. Safeguarding files will only be destroyed when the pupil reaches their 25th birthday.
- 5.5. We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality

- 6.1 We recognise that all matters relating to safeguarding are confidential.
- 6.2. The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.
- 6.3. Staff must not keep duplicate or personal records of safeguarding concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 6.4. All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 6.5. We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, 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 First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with '**Working Together**'.

7. Dealing with a disclosure

In the event of a child disclosing abuse staff must:

- 7.1. Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- 7.2. Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- 7.3. Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

- 7.4.** Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible.

Staff must not substitute anatomically correct names for body part names used by the child.

- 7.5.** Reassure the child that they did the right thing in telling someone.
- 7.6.** Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 7.7.** In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.
- 7.8. If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 7.9.** 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.
- 7.10.** Following a report of concerns the DSL must:
- 7.10.1.** Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When to call the police, [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) The rationale for this decision should be recorded by the DSL.
 - 7.10.2.** School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
 - 7.10.3.** If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
 - 7.10.4.** If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
 - 7.10.5.** If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. Multi-agency working

- 8.1.** Staff at Loudwater School know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.
- 8.2.** When named as a relevant agency and involved in safeguarding arrangements, Loudwater School will co-operate alongside other agencies with the published arrangements.
- 8.3.** Loudwater School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.
- 8.4.** Loudwater School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

9. Supporting Staff

- 9.1.** We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.
- 9.2.** We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Head teacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

10. Allegations against staff, supply staff, volunteers and contractors (including Governors)

- 10.1.** Here at Loudwater School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.
- 10.2.** KCSIE 2021- Part four contains comprehensive guidance covering the two levels of allegations/concern:
 - 1. allegations that may meet the harms threshold
 - 2. Allegations/concerns that do not meet the harms threshold- referred to for the purpose of this guidance as 'low level concerns'.
- 10.3** All school staff, supply staff, volunteers and contractors must 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/carers to be conducted in view of other adults.

- 10.4** We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head teacher or the most senior teacher if the Head teacher is not present. If the allegation is made against the Head teacher, the Chair of Governors must be informed.
- 10.5** At Loudwater School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor has:
- Behaved in a way that has harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.
- 10.6.** The Head teacher/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 10.7.** The Head teacher/Senior Teacher must:
- 10.7.1.** Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, volunteers and contractors within the workplace.
 - 10.7.2.** Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
 - 10.7.3.** Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 10.8.** The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, volunteers and contractors, a copy of which can be found on the school intranet: Teacher Share/School Policies
- 10.9.** If the allegation is made against a member of staff supplied by an external agency, the agency will be fully kept fully informed and involved in any enquiries from the LADO.
- 10.10.** Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 10.11.** If a suspension is made, restrictions will apply to all staff, supply staff, volunteers and contractors regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

- 10.12.** Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- 10.13.** Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11. Whistleblowing

- 11.1.** We have a **Whistleblowing Policy** which can be found on the school intranet: Teacher Share/School Policies Staff are required to familiarise themselves with this document during their induction period.
- 11.2.** All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Head teacher or Chair of Governors.

12. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Behaviour for Learning and Positive Relationships Policy**. Essentially this states that Physical intervention will only be used as an absolute last resort to prevent harm to others or to the pupil concerned.

13. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures.

14. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents.

15. Health and Safety

- 15.1.** We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 15.2.** Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. To keep everyone safe cars are not allowed to be driven on School Way at drop off and collection times unless there are exceptional circumstance that have

been notified to the school office in advance. Teachers should always know who children are going home with and unless previously notified should not allow parents to leave either with unknown adults or the parents of another child.

- 15.3. Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. Children who leave the school during the day should be signed out and then in on their return by their parent/carer in the appropriate book.
- 15.4. When pupils attend after school clubs, regardless of the provider, they must be handed over to a parent or relevant adult at the end of the session.
- 15.5. In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

16. Prevent Duty

- 16.1. We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.
- 16.2. All school staff and governors have completed Prevent training.
- 16.3. We have in place and monitor appropriate web filtering systems.
- 16.4. The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

17. Online Safety

All staff are aware of the school policy for **Online-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,
 - Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
 - Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
 - Use of camera equipment, including smart phones.
 - What steps to take if there are concerns and where to go for help.
 - Staff use of social media as set out in the **Staff Code of Conduct**.
- 17.1. Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our

anti-bullying procedures. Where this occurs outside school we will inform parents and support them to take relevant actions.

- 17.2.** School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.
- 17.3.** Pupils, staff and parents/carers are supported to understand the risks posed by:
- the CONTENT accessed by pupils
 - their CONDUCT on-line
 - who they have CONTACT within the digital world
 - COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- 17.4.** Loudwater School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material.
- 17.5** Loudwater School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.
- 17.6** Pupils are not allowed to bring smart phones into school under any circumstances. In rare cases where pupils do need to make contact with parents by phone after leaving school and before reaching home, phones which only support calls and texts will be allowed. These must be handed in to the school office at the beginning of the school day.
- 17.7** Visitors to our school are respectfully requested to turn all mobile devices off.
- 17.8** Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.
- 17.9** All staff receive awareness training in order to understand the risks children are exposed to.

18. Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes](#)

- 18.1.** Staff, pupils and parents/carers 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 images 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: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/sharing_nudes_and_semi_nudes_advice_for_education_settings_working_with_children_and_young_people.pdf) produced by the UK Council for Internet Safety.
- 18.3.** If the incident meets the threshold it may be necessary to refer to the police in a timely manner.

19. Peer on Peer Abuse

- 19.1.** Loudwater School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.
- 19.2.** All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.
- 19.3.** All staff recognise that peer on peer issues may include, but may not be limited to:
- Bullying (including cyber bullying)
 - Racial abuse
 - Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
 - Sexual violence and sexual harassment
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - Abuse related to sexual orientation or identity
 - Sending nude or semi-nude images (consensual & non-consensual)
 - Upskirting and initiation/hazing type violence and rituals
 - Emotional abuse
 - Abuse within intimate partner relationships
- 19.4.** All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- 19.5.** The following will be considered when dealing with incidents:
- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
 - Whether the perpetrator has previously tried to harm or intimidate pupils
 - Any concerns about the intentions of the alleged perpetrator

19.6. In order to minimise the risk of peer on peer abuse taking place, school must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour for Learning and Positive Relationships Policy** and/or the **Anti-Bullying Policy**

19.7. We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Head teacher, DSL or most senior member of staff.

19.8. Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2021** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/keeping-children-safe-in-education)

20. Sexual Violence & Sexual Harassment

20.1. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2021, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

20.2. All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

20.3. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

21. Cultural Issues

21.1. As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

- 21.2. Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns

22. So-Called ‘Honour’ Based Abuse

- 22.1. Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called ‘Honour’ Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)
- 22.2. Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children’s rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our safeguarding processes. Loudwater School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk
- 22.3. We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)
- 22.4. We recognise both male and female pupils may be subject to honour-based abuse.
- 22.5. We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.
- 22.6. Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

23. Contextual Safeguarding

- 23.1. Contextual Safeguarding is an approach to understanding, and responding to, children’s experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children’s experiences of extra-familial abuse can undermine parent/carer-children relationships.
- 23.2. At Loudwater School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 23.3. All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil’s welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 23.4. Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

- 23.5.** In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

24. Serious Violence

- 24.1.** All staff are aware of signs and 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 significant change in well-being or signs of assault or unexplained injuries. Staff are aware that 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.
- 24.2.** At Loudwater School we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61221/Preventing_youth_violence_and_gang_involvement_-_Practical_advice_for_schools_and_colleges.pdf)

25. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

Staff at Loudwater School recognise that some groups of children are potentially at greater risk of harm.

26. Children who need a social worker (Child Protection and Child In Need Plans)

- 26.1.** Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.
- 26.2.** Staff at Loudwater School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.
- 26.3.** Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

27. Mental Health

- 27.1.** At Loudwater School we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.
- 27.2.** Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.
- 27.3.** Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.
- 27.4.** Where there are concerns for a child's mental health we will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612212/mental-health-and-behaviour-in-schools.pdf)

28. Use of Photography

- 28.1.** We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. Guidelines for the use of photography in Loudwater School is set out in our **Photography & Videoing of Children Policy**.

29. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix

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

The following is intended as a reference for school 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:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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.

Emotional Abuse

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, though it may occur alone.

Sexual Abuse

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

Neglect

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:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – “**Keeping Children Safe in Education 2021**”.

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672812/Keeping-Children-Safe-in-Education-2018.pdf)

County Lines

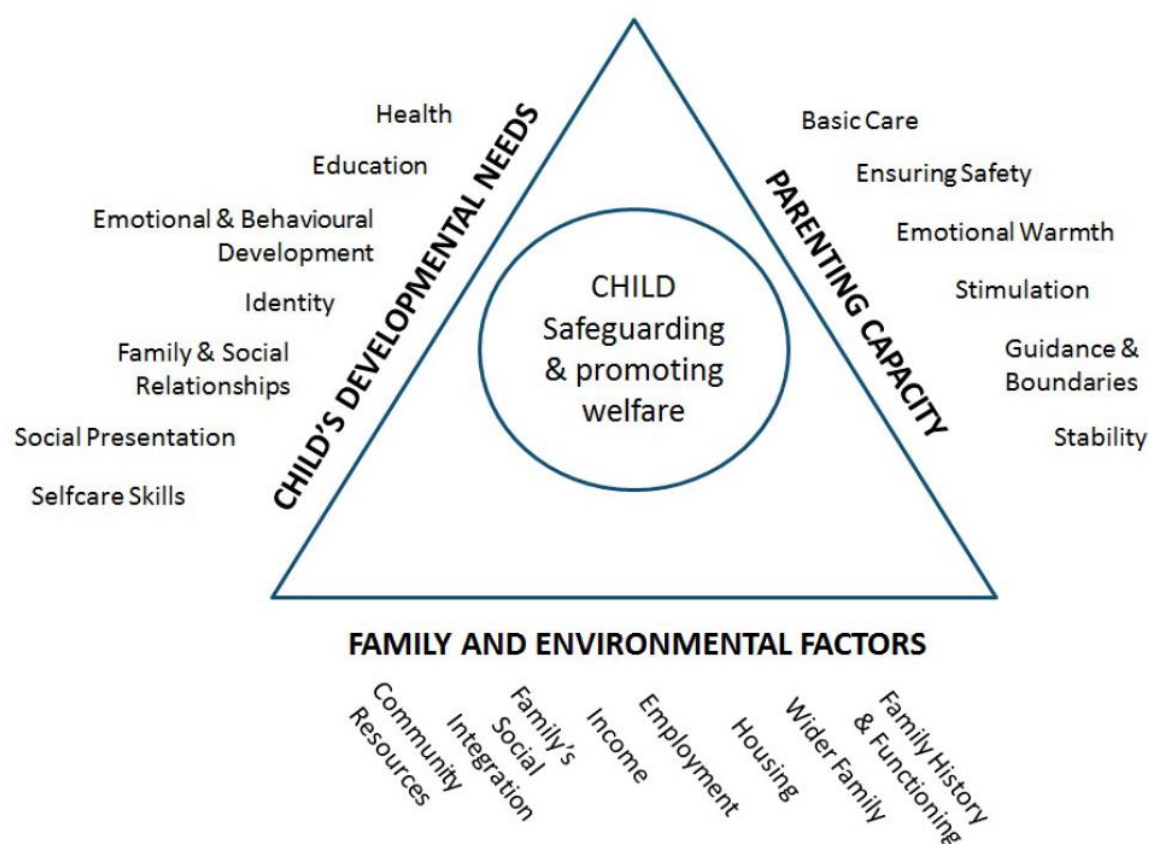
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from “**Keeping Children Safe in Education 2021**”

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

THESE APPENDICES ARE TAKEN FROM OUR 2020 POLICY

Appendix A

A. Child sexual exploitation (CSE)

Sexual exploitation is a form of sexual abuse in which young people are exploited, coerced and/or manipulated into engaging in some form of sexual activity in return for something they need or desire and/or for the gain of a third party. The “something” received by the child or young person can include both tangible items such as food, somewhere to stay, drugs, alcohol, cigarettes or money and more intangible “rewards” such as perceived affection, protection or a sense of value of belonging. Fear of what might happen if they do not comply can also be a significant influencing factor.

Sexual exploitation can manifest itself in many different forms, including grooming, abuse by an individual who has established a “seemingly consensual” relationship with a child or young person, informal “introductions” to other (potential) abusers and the formal prostitution of a child. Children and young people can also find themselves exploited through the production and distribution of sexual images or through exposure to such images. Common to all these scenarios is an imbalance of power in favour of the abuser and some degree of coercion, intimidation, exploitation, violence and/or enticement of the child or young person.

The sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people, (or a third person or persons) receive something, (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing and/or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child’s immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidations are common, involvement in exploitative relationships being characterised in the main by the child’s or young person’s limited availability of choice, resulting from their social/economic and/or emotional vulnerability. (DCSF 2009).

Key Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8;
- It affects both girls and boys and can happen in all communities;
- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities;
- Victims of CSE may also be trafficked (locally, nationally and internationally);
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice – Individuals

- Recognise the symptoms and distinguish them from other forms of abuse;
- Treat the child/young person as a victim of abuse;
- Understand the perspective / behaviour of the child/young person and be patient with them;

- Help the child/young person to recognise that they are being exploited;
- Collate as much information as possible;
- Share information with other agencies and seek advice / refer to Social Care.

Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE;
- Promote and engage in effective multi-agency working to prevent abuse;
- Work to help victims move out of exploitation;
- Cooperate to enable successful investigations and prosecutions of perpetrators.

B. Child on child sexual violence and sexual harassment – now known as ‘Peer on Peer’ abuse

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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.

Reports of sexual violence and sexual harassment are extremely complex to manage. 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 and school staff are supported and protected as appropriate.

There is a need for effective training and policies in schools and colleges; the need for schools / colleges to respond on a case-by-case basis, supported by children’s social care and the police if required.

The steps schools should take in response:

i. The immediate response to a report

The emphasis here is on the importance of the school’s initial response to a report from a child. All victims must be taken seriously, supported and kept safe. Clarity is given to how all staff should be trained to manage a report, as with any safeguarding concern.

Partner agencies should be contacted to coordinate support for the children involved this may include a referral to First Response Team (FRT) and/the Police

ii. Risk Assessment

Following a report of sexual violence, the DSL (or deputy) should make an immediate assessment of risk and assess the needs of the children concerned accordingly, planning in the first instance must include the identified needs of the:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

All risk assessments should be recorded and regularly reviewed as more information comes to light or circumstances change. The DSL (or deputy) should ensure they are

engaging with children's social care and specialist services as part of the plan of support for the children involved. Clear records need to be retained along with a chronology

iii. **Action following a report of sexual violence and/or sexual harassment**

What to consider

Schools should consider:

- the wishes of the victim in terms of how they want to proceed. A child's wish not to proceed however will need to be balanced against the need for protection. School/college will need to escalate concerns to FRT/Police if there is a risk of harm or a crime has been committed, a child and their family may need support to understand the duty of care the school/college holds
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, school or college staff?
- contextual safeguarding issues

A child centred approach is needed throughout and staff may need support in managing this emotive issue. Support around use of language is crucial. It is rarely helpful to describe children's activities using adult terms such as perpetrator and victim. This has to be balanced with the need to ensure there is a clear understanding that sexual violence and sexual harassment is not acceptable and will not be tolerated.

iv. **Options to manage the report**

Four scenarios for schools and colleges have been included to support staff to consider when managing any reports of sexual violence and/or sexual harassment.

- *Manage internally – the school manages incidents.*
- *Early help – multi-agency early help*
- *Referrals to children's social care*
- *Reporting to the police – in parallel to children's social care*

v. **Considering bail conditions**

It is unlikely that a child will be on police bail with conditions attached, so it is essential that when there is a criminal investigation there is joined up working between the school or college, children's social care and the police to ensure all children involved are supported.

vi. **Managing any delays in the criminal process**

There may be delays in any criminal case but schools and colleges **should not wait** for the outcome before putting protective measures in place

vii. **The end of the criminal process**

Regardless of whether a child is convicted of a crime or not, all the children involved should be protected.

viii. **Ongoing response for the victim**

Appropriate support should be available on an ongoing basis to the victim. The guidance includes sources of specific support. The guidance makes it clear that schools need to consider safeguarding issues around the victim and alleged perpetrator sharing classes and sharing space at school or college.

- ix. **Safeguarding and supporting the alleged perpetrator**
Schools need to manage the balance between supporting the victim and ensuring the rights of the alleged perpetrator to an education

C. Child Criminal Exploitation

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. It is a harm which is relatively little known about or recognised by those best placed to spot its potential victims.

What is county lines exploitation?

County lines is a major, cross-cutting issue involving: drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery and missing persons

The response to tackle it involves: the police, the National Crime Agency, a wide range of government departments, local government agencies and VCS (voluntary and community sector) organisations including schools.

The government defines county lines as:

“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.”

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

What is child criminal exploitation?

Child criminal exploitation is increasingly used to describe this type of exploitation where children are involved, and is defined as:

“Child criminal exploitation is common in county lines and occurs 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.

How does it affect young people and vulnerable adults?

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
- 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 (for example, 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 to county lines exploitation?

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 takeover their homes (known as 'cuckooing')

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

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them.

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

D. Child Drug Exploitation

The supply of class A drugs, from urban hubs to county towns, continues to be a widespread feature of gang-related activity and a key driver for their criminality. These gangs pose a significant threat to vulnerable adults and specifically to children who are increasingly relied on in the conduct of this criminality. Violence, kidnapping, the use of weapons and control through ruthless debt manipulation are frequent methods of controlling the adults and, as a result, the children involved.

Children in urban centres are frequently recruited to courier drugs and money. They are used as they are an inexpensive resource and easily controlled. Over 80% of areas with drugs issues saw the exploitation of children aged 11 -18 years by gangs. In almost all areas children are groomed with gifts and promises of money. Children from disadvantaged backgrounds are amongst those most vulnerable to gangs and White British children are seen as less likely to be targeted by law enforcement.

A recent report highlights:

- young adult female mothers with compliant young children where gangs enter relationships to utilise the controlling effect of threats of violence or actual physical harm on children
- the importance of mobile phones in controlling and managing the supply of drugs
- the risks of young children being increasingly exposed to drug dealing
- the use of sexual exploitation to enforce possession and storage of drugs
- accessibility of girls through drug related gangs to sexual exploitation with associated risks for young people.

E. Human Trafficking/Modern Human Slavery

Modern slavery is a term that covers:

1. human trafficking
2. slavery, servitude and forced or compulsory labour

1. A sometimes-overlooked avenue of child protection is that of human trafficking¹ which can be used where a child or young person (including those aged 18 or over) has been trafficked for the purpose of sexual exploitation. Under this legislation, it is an offence to arrange or facilitate the travel of another person with a view to their being exploited, whether or not the victim consents to the travel. This covers entering, departing or travelling within any country or when a child is moved from one city to another within the UK. The offence covers recruiting, transporting, transferring, harbouring, receiving or exchanging control of that person.
2. The United Nations defines human trafficking as the recruitment, transportation, transfer, harbouring, or receipt of persons by improper means (such as force, abduction, fraud, or coercion) for an improper purpose including slavery, servitude and forced or compulsory labour, or sexual exploitation. It takes on many forms today:
 - Domestic Servitude - Employees working in private homes are forced or coerced into serving and/or fraudulently convinced that they have no option to leave.
 - Forced Labour - Human beings are forced to work under the threat of violence and for no pay. These slaves are treated as property and exploited to create a product for commercial sale.
 - Child Labour and enslavement — whether forced labour, domestic servitude, bonded labour or sex trafficking — of a child.
 - Sex Trafficking - Women, men or children that are forced into the commercial sex industry and held against their will by force, fraud or coercion.
 - Bonded Labour - Individuals that are compelled to work to repay a debt and unable to leave until the debt is repaid. It is the most common form of enslavement in the world.
 - Forced Marriage - Women and children who are forced to marry another person without their consent or against their will (see E). This is frequently under age and is linked to children missing from education (for details see H and ODS policy guidance)

The National Referral Mechanism (NRM) is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support.

F. Female Genital Mutilation FGM

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

¹ To simplify and condense human trafficking offences, The Modern Slavery Act 2015 introduced one offence of human trafficking covering sexual and non-sexual exploitation. Trafficking Offences contained in the Sexual Offences Act 2003 and The Protection of Freedoms Act 2012 have now been repealed and replaced by the offence of Human Trafficking

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police

G. Forced marriages (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone experiences duress to marry (physical, psychological, financial, sexual and emotional pressure (e.g. if someone is made to feel like they're bringing shame on their family). In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage.

In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the couple.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

H. Prevent

The Counter Terrorism & Security Act 2015.

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism". The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- The proprietors of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies, PRUs, registered early years' providers, registered late years providers and some holiday schemes.

We are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism;
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies;

- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation and our procedures are detailed in the 'Tackling Extremism & Radicalisation Policy'.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

The school governors, the Head Teacher and the Designated Safeguarding Leads (DSLs) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around PREVENT (020 7340 7264).

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

BSCP Guidance

<http://www.bucks-lscb.org.uk/professionals/exploitation/prevent-radicalisation/>
<http://www.bucks-lscb.org.uk/wp-content/uploads/Professionals/Channel-Leaflet-FINAL-professionals-Jan17.pdf>

I. Youth produced sexual imagery - Sexting

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- Upskirting - 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.

All incidents of this nature should be treated as a safeguarding concern.

'Upskirting' became a criminal offence under the Voyeurism Act. The act outlaws 'upskirting' where the purpose is to obtain sexual gratification, or to cause humiliation, distress or alarm. This includes instances where culprits say images were just taken 'for a laugh' or when paparazzi are caught taking intrusive images.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. Producing and sharing sexual images of under 18s is illegal.

The response to these incidents will be guided by the principle of proportionality and the primary concern **at all times** of the welfare and protection of the young people involved. However, when an incident involving children or young people produced sexual imagery comes to a school's attention:

- The incident should be referred to the Designated Person as soon as possible;
- The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

J. Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

Children missing education are at significant risk of: underachieving, being victims of harm, abuse and neglect, including sexual abuse and sexual exploitation, and radicalisation, or becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and local authorities is essential. These agencies have a statutory function to make arrangements to identify, as far as it is possible to do so, children missing education (CME). We believe this is critical to ensuring that all children of compulsory school age are safe and receiving suitable education and will cooperate with local authorities to help them fulfil their statutory function.

We will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with the Buckinghamshire policy 'Children missing education: guidance for Head teachers and Governing Bodies'.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

K. Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. We are clear of the increased risk for these children of poverty, stigma, isolation and poor mental health. These frequently lead to poor outcomes in school in academic success, social skills and relationships and in the behaviours presented in lessons and more generally around school.

We will support pupils with parents or carers in prison through targeted work with individuals and peer groups. Support and resources to support schools and teachers are available through the National Information Centre on Children of Offenders (NICCO).

NICCO

<https://www.nicco.org.uk/>

L. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils to provide everyone who is homeless or at risk of homelessness access to meaningful help including an assessment of their needs and circumstances, the development of a

personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The new duties shift focus to early intervention and our schools are encouraged to work with local authorities to support those at risk.

Homelessness Reduction Act: policy factsheets -

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

M. Serious violence

Children who are at risk from, or are involved with, serious violent crime, indicators of which may include receiving unexplained gifts or new possessions, increased absence from school and changes in friendship or relationships with older individuals or groups; significant decline in performance; signs of self-harm or a significant change in wellbeing; signs of assault or unexplained injury .

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious violence requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

The new duties shift focus to early intervention and our schools are encouraged to work with local authorities to support those at risk.

N. Cultural Issues including honour-based abuse

As a school we are aware of the cultural diversity of the community around our school and seek to work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

We are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs and promote awareness through training and access to resources. Our staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

We support pupils, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support. Links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

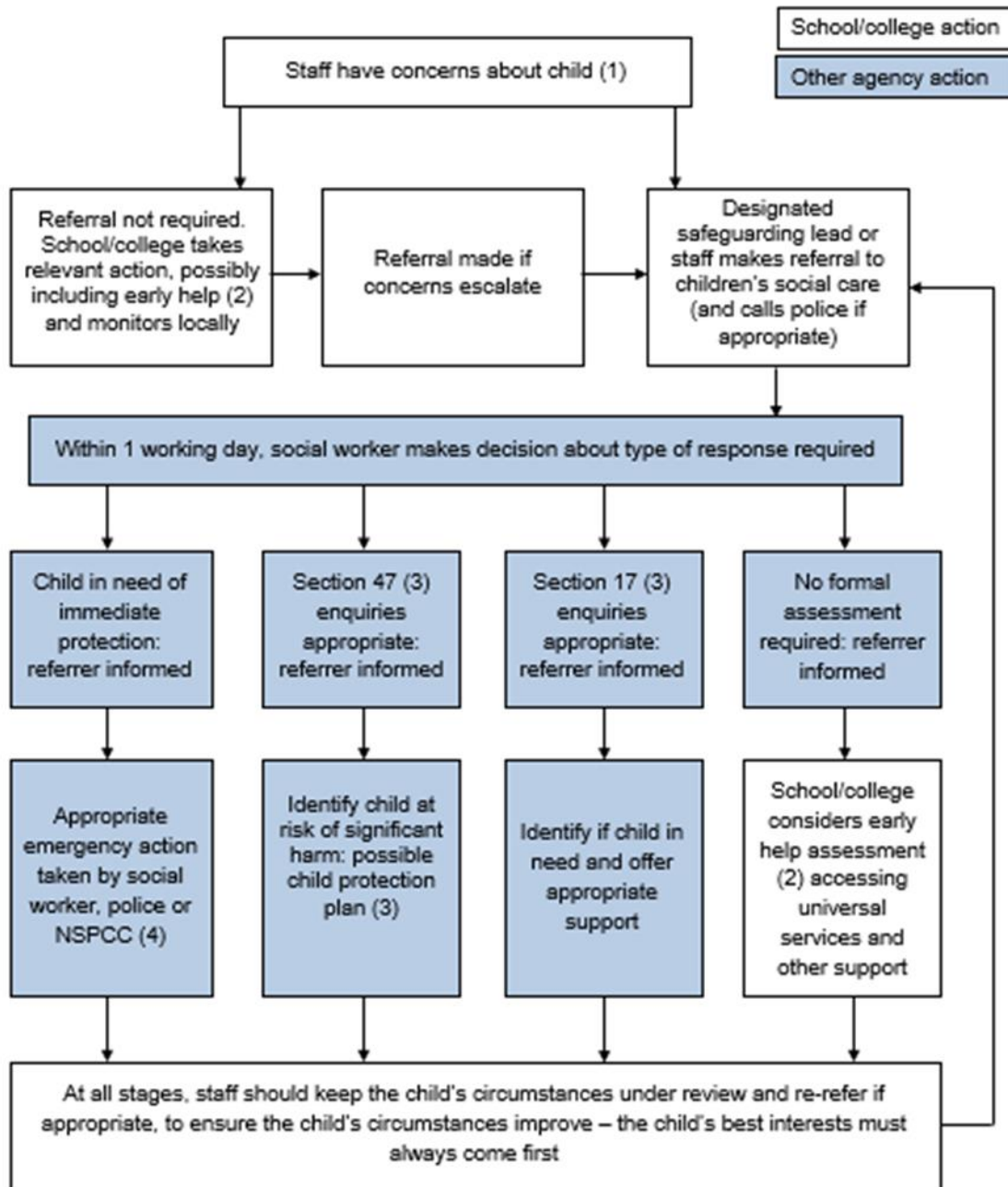
So-called 'honour-based' abuse encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. New guidance has extended the concept of honour-based abuse to include FGM and Forced marriage.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of honour based abuse, or already having suffered honour based abuse.

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 some instances where there may be cultural differences of opinion on abuse. If they have a concern regarding a child that might be at risk of honour based abuses or who has suffered from honour based abuse, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

Appendix D Concerns flow chart

Actions where there are concerns about a child (flowchart)



Appendix E

Child Protection Records held within Settings

This section provides guidance to schools and other educational establishments on record keeping, to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries as a problem area that requires attention from all agencies.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

1. What kind of information should be recorded?

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person, (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- Factual
- Using a child's own words where possible
- A record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made to the Assessment Team or Thames Valley Police, Child Abuse Investigation Unit a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Remember no concern is too small

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried. Record these concerns on the same record of concern form for your records.

It is crucial that actions and outcomes are recorded on these forms, including any consultation that has been carried out with any other professionals.

2. How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If hand written, notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (keeping it in the child's words)
- A note of any other people involved e.g. as witnesses
- Questions that the adult asked (remember do not ask leading questions)
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed:
 - Names,
 - Dates,
 - Times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that...' Or 'I saw John in the playground at break time....'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Head teacher, Mr Wilson, and he said he would...')

Try to avoid specialist jargon (e.g. 'he is SAP') which someone from another agency would not necessarily understand, right the information in full (School Action Plus)

Records and Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Settings should:

- Make reports available to the child's parents prior to the Child Protection Conference unless to do so would place the child at risk of significant harm
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

3. Where should child protection information be kept?

The child protection file should contain all reports, notes and correspondence referring to a child. This should be kept in one secure place e.g. a locked filing cabinet in the Designated Safeguarding Lead's office. Files on extended family members should be kept together and cross-referenced. This file should be kept separate to the child's educational school record.

A note or symbol (e.g. a blue star) should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they see it.

4. Who should have access to child protection information?

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount. It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes place. All information must be shared with Social Worker and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance from the LADO team 01296 382070 or jkempster@buckscc.gov.uk

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

5. What should happen to the information when a child leaves the school/ How long should information be kept?

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher or designated safeguarding lead of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the designated safeguarding lead for the receiving college or further education establishment. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no FE place identified, the file should be retained at the school until the child's 25th birthday. There is no need to keep a copy of material sent to a new school.

The following form, copies onto school headed paper can be used to prove that a CP file has been passed on and accepted by the new setting:

School name:	
Child's name:	
Date:	Person transferring file:
By signing this form, I am confirming that I have received the safeguarding/CP file for the above-named person who is now on role at our setting.	
Print name:	Signature:

Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the person's normal retirement age or 10 years from the date of the allegation if that's longer.

6. Sharing Information with other Schools/Agencies

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent under separate cover to the school file, in a sealed envelope to the Head teacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school the county's Missing Pupil Procedures should be followed.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

Remember:

- Monitor the child and record observations as factually as possible.
- A direct disclosure from a child or young person should be referred immediately to the appropriate social work team.

SAFER RECRUITMENT

The principles of Safer Recruitment are an essential foundation to establishing a safe environment for pupils, ensuring those unsuitable to work with children are identified and tackled before they become part of your school community.

Keeping Children Safe in Education 2021 updates the requirement for all education providers to have in place a Code of Conduct which supports staff to understand acceptable boundaries to their behaviours both onsite and in their daily lives generally including their use of technology and social media.

Pre-Employment Checks

Part 3 of Keeping Children Safe in Education 2021 clearly details the responsibilities held by schools for ensuring safer recruitment processes are in place and robustly adhered to.

We will seek advice where necessary from our HR provider to support the Head teacher and governors through the safeguarding aspects of the recruitment process.

Safer recruitment processes will be followed irrespective of who the candidate might be or what we think we might know of the candidate.

The Single Central Record (SCR) of a school should provide an auditable means to evidence the principles of safer recruitment have been adhered to i.e. evidence of identity, DBS and Border Agency checks carried out, take-up of references, photographic ID, checks carried out on the Prohibited Orders list, etc. We will refer to the Buckinghamshire guidance on SCRs or seek support from our HR provider.

When recruiting staff from abroad or who may have worked or qualified overseas, evidence must be retained of the checks carried out to ensure candidates have a work or other visa for the UK and that, for all candidates, there are no safeguarding concerns in their country of origin or overseas work with children which might preclude the staff member from working with children.

When appointing new staff, schools must:

- verify a candidate's identity;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- verify the candidate's mental and physical fitness to carry out their work responsibilities.
- verify the person's right to work in the UK.
- verify professional qualifications, as appropriate.
- Schools must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State

Agency and third-party staff (supply staff)

Schools and colleges must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained

by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform.

Trainee/student teachers

Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools and colleges should obtain written confirmation from the provider that it has carried out all pre-appointment checks.

Volunteers

A volunteer in respect of whom no checks have been obtained will never be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after children regularly or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, schools and colleges may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

The school should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check;

Details of the risk assessment should be recorded.

Appendix G Briefing sheet for temporary and supply staff

For supply staff and those on short contracts in Loudwater Combined School

While working in Loudwater Combined School, you have a duty of care towards the children here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Clare Cunningham and

can be found in the school office/head teacher's office. The deputy designated safeguarding lead is Belinda Welland who is the Deputy Head teacher and Year 6 teacher.

This is not an exhaustive list, but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in location.

Remember, if you have a concern, discuss it with the DSL.