CHILD PROTECTION POLICY

At Cheddington Combined School we believe a child centred approach is fundamental to safeguarding and promoting the welfare of every student. A child centred approach means we strive always to keep the child in focus when making decisions about their lives and working in together with them, their families as well as partner agencies. All staff are expected to be vigilant to the needs of our students.

Safeguarding and promoting the welfare of children can be defined as protecting children from maltreatment; preventing the 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; and 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.

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:

- "Working Together to Safeguard Children July 2018"
- "Keeping Children Safe in Education, September 2022"
- "What to do if you are worried a Child is being Abused" March 2015
- Information Sharing guidance for Safeguarding Practitioners DfE July 2018
- Children Missing Education Guidance September 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – September 2021
- The Equality Act 2010
- Statutory Guidance on FGM
- The United Nations Convention on the Rights of the Child (UNCRC)

We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Board takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard[1] and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or who may be at risk of harm, including those whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A and B of Keeping Children Safe in Education September 2022 and that they have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them, as well as having an understanding of the Behavioural Policy for children and our Attendance Policy

[1] Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies"

We recognise that all staff and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare, and that the child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in our school.

All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.

Our school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children; and staff will remain vigilant and alert to these potential risks.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and resilience, free from discrimination.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach and speak to adults if they are in difficulties or to share any concerns they may have.
- To ensure all teaching and non-teaching staff are aware of the need to safeguard children and promote the well-being of children, identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse in line with guidance from the Buckinghamshire Continuum of Need Document. (All staff are trained to recognise signs and indicators of potential abuse.)
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils, ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
- To ensure the school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children in line with Working Together guidance.
- To have a clearly understood structured procedure within the school, which will be promptly followed by all members of the school community in cases of suspected abuse.
- To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded and these records are securely stored.
- To develop effective working relationships with all other agencies involved in safeguarding and supporting the needs of children at our school.
- To ensure that all staff appointed within our school have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.
- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development. We reserve the right to decline access to use the

school facilities where we believe their ethos or practice is not aligned with this policy.

This Policy is published on our website (under Policies on the Parent tab) and hard copies are available from the school office.

Responsibilities:

All staff and adults associated with our school understand that safeguarding children is everyone's responsibility and that they must be diligent to help secure children's safety and well-being. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the Designated Safeguarding Lead (DSL) (see contacts sheet) or, in their absence, to the Additional Designated Safeguarding Lead (ADSL) (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, concerns should 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 they should call the police or First Response directly and update the DSL at the earliest opportunity.

- Staff will ensure the child is in a safe place and in receipt of support should this be needed.
- Staff will initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern arising.
- Staff will then follow this up, making a written report using the school record keeping process.
- Staff will ensure the **time and date** of the incident is recorded.
- A factual account of the incident including **who** was involved, **what** was said/seen/heard, **where** the incident took place, any preceding information which may have prompted the event. (A body map may be used to record any injuries seen or reported by the child.)
- Staff will date the report giving details of their role within school.
- The DSL will record when the report was passed to them and what action was taken alongside any outcomes achieved.
- The DSL will ensure that the child's wishes and feelings are taken into consideration when deciding on next steps.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need Document and any updates; how it can be used to safeguard and promote the wellbeing of pupils; and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

Staff are trained to understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain particularly vulnerable; to have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe; and to understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with increased vulnerability. This may include children with Special Educational Needs or Disabilities; Young Carers; those living with domestic abuse; those whose parents suffer with poor mental health, including substance mis-use; those who may be suffering criminal exploitation, including sexual exploitation, County Lines, radicalization and gang involvement; those with a Social Worker; those who are privately fostered; those who are privately fostered; asylum seekers; those who may be at risk of honour based violence, including FGM and forced marriage; those who go missing or where attendance is a concern; those who

identify as LGBTQ or are exploring gender identification; and those who may be at risk of discrimination due to faith and belief, race or ethnicity.

The **Governing Board** understands and fulfils its safeguarding responsibilities. It will:

- Ensure that the Head Teacher/DSL creates and maintains a strong positive culture of safeguarding within the school.
- Ensure that that the school has a robust Child Protection Policy reflects the unique features of the community it serves and the needs of the students attending its provision and that this is reviewed annually, and when new guidance is issued.
- Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
- Ensure that there is both a DSL and an ADSL in place who are members of the school's senior leadership team with the required level of authority to act to safeguard children at the school. The roles and responsibilities for both roles are made explicit in the post-holder's job description.
- Recognise the importance of the role of the DSL and support them, ensuring there is sufficient time, resources and the training necessary to be effective. (Refresher training must be attended every two years, with knowledge and skills updated at least annually.)
- Ensure measures are in place to have oversight of how the school's delivery on its responsibilities are exercised and evidenced, robustly following up with the Head Teacher any identified gaps in practice or where procedures may not have been followed.
- Recognise the vital contribution the school can make to helping children and young people understand how to keep safe through the incorporation of safeguarding within the curriculum; enabling the children at an age and stage appropriate level self-protection skills and encouragement of responsible attitudes through the statutory Personal, Health and Social Education curriculum and Relationship Education.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to 'Keeping Children Safe in Education (September 2021)' and legislation referred to therein.
- Ensure the safeguarding needs of pupils, for early intervention and Child Protection, are fully understood and resources allocated to meet identified needs.
- Ensure the DSL completes an annual safeguarding report for Governors, demonstrating how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Advisory Service within the recommended time frame.

It will be the duty of the **Chair of Governors** 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 /student/parents should escalate concerns directly to the Local Authority Designated Officer via First Response.

The Governing Board must ensure that procedures are in place to manage safeguarding concern 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 4 of Keeping Children Safe in Education (September 2022) must be followed if there are any such concerns.

The Governing Board must ensure that the Head Teacher, who is the named person designated for Children Looked After or who have a Care Order or are accommodated by BC, keeps, regularly updates and reviews a list of all such children and liaises with the Virtual Schools Team to support the educational achievement of those children.

The Governing Board 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 a child.

The **Nominated Governor** for child protection will be familiar with Buckinghamshire Safeguarding Children's Partnership (BSCP) procedures, Local Authority (LA) procedures and guidance issued by the Department for Education.

The Nominated Governor will:

- Work with the DSL to produce the Child Protection Policy annually.
- Undertake appropriate safeguarding training, including Prevent Training.
- Ensure that child protection is regularly an agenda item for the Governing Board.
- Meet regularly with the DSL to review and monitor school's delivery on its safeguarding responsibilities and to review the Single Central Record and complete an audit of the staff files.
- Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance.

All Governors must complete safeguarding training on appointment, which should include Prevent training.

We have a **Designated Safeguarding Lead**, Kathryn Tamlyn, who is responsible for:

- Creating a culture of safeguarding where children are protected from harm.
- Ensure all staff receive an appropriate level of induction and ongoing training to support them to be professionally curious and vigilant in order to question behaviours, to challenge perceptions, and to "think the unthinkable" if they have concerns for a child; and to know how to report any concerns.
- Ensuring children receive the right help at the right time using the Continuum of Need Document to inform plans for support or protection.
- Ensuring referrals to partner agencies are followed up in writing, within 24 hours of initial contact, including referrals to First Response.
- Ensuring and maintaining a safe and secure system for recording safeguarding and child protection records; and that that records are audited regularly so that all actions are completed.
- Establishing and imbedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCP website. These records are held separately from the child's education record.
- Ensuring all records are up to date, differentiate between fact, opinion and hearsay, and are maintained in accordance with data protection.
- Ensuring that all such records are stored safely and securely and remain confidential. The DSL will share information on a need to know basis only, being able to justify the reason for sharing, and in accordance with the confidentiality policy. All child protection records are held separately from pupil records, with a front sheet and a chronology.
- Maintaining the record of staff safeguarding training. Ensuring that the most up to date Child Protection Policy is widely available, publishing the Safeguarding Statement and other relevant information on the school website. Ensuring that the

safeguarding team contact details are displayed in prominent areas around the school and details are also on the website.

- Acting as a focal point for staff to be able to discuss and share their concerns; supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change. This includes being available during residential and extended school hours.
- Being available, or ensuring the ADSL is available in DSL absence, to staff and outside agencies during school hours and term time for consultation and advice on safeguarding concerns raised. Also ensuring arrangements are in place to support staff outside of these times if children are off-site and accompanied by staff.
- Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students, participating in Strategy discussions and attending Child Protection Case Conferences, submitting reports to the conference, which will be shared in advance with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process. This will include ensuring coverage is available at all times of the year.
- Providing the Governing Board with an annual report, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Board will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Meet termly with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted.
- Meet the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training.
- Refer to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- Ensure that a referral is made of all cases where a staff member had been dismissed or left the school due to risk/harm to the Disclosure and Barring Service.
- At all times retaining responsibility for the safeguarding of pupils although tasks may be delegated to the ADSL.

Procedures:

Our school procedures for all staff, volunteers and visitors for safeguarding and protecting children from harm are in line with Buckinghamshire Council and BSCP Child Protection Procedures, 'Keeping Children Safe in Education (2022)', 'Working Together to Safeguard Children, 2018' and statutory guidance issued under section 29 of the Counter Terrorism and Security Act 2015. We will ensure that:

- We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCP. Our DSL, **Kathryn Tamlyn**, Head Teacher, will update her training annually in accordance with the Learning Pathway agreed by the BSCP.
- We have a member of staff who will act in the DSL's absence who has also received training for the role of Designated Safeguarding Lead, and who will have been briefed in the role. Our ADSL is **Rebecca White**, Deputy Head Teacher. (In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role, communicating by phone with the DSL.)
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and

contact details of the DSL, their roles and responsibilities under 'Keeping Children Safe in Education 2022' and the guidance booklet "What to do if You're Worried a Child is Being Abused" and have these explained by the Head Teacher as part of their induction into the school.

- All visitors to the school must be issued with and wear a visitors lanyard. They must read the safeguarding statement on the reverse prior to being admitted to the school by the member of staff they are visiting. All visitors must sign in and out; will be escorted as appropriate, and the school reserves the right to restrict access to certain areas of the school and the children according to need.
- All members of staff are required to attend annual training opportunities arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. (The Head Teacher is qualified to train staff in safeguarding.) Staff are supported to further develop their understanding as mechanisms are in place to enhance this via staff meetings, newsletters and e-mail updates. All new staff receive training as part of their induction process.
- All parents/carers are made aware of the school's responsibilities in regard to child protection and signs of abuse through this Policy which is on our website. Hard copies are also available from the school office. Further reference is made to this in our home school agreement.
- Through our Attendance Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising.
- All children attending our school are required to have a minimum of two identified emergency contacts, this is to support prompt communication in the event of a serious incident or a child missing from school.
- If a child is not in in attendance and the parent has not contacted the school, the parent will be contacted by the school by 9:30am on the first day of absence.
- Any pupil whose absence is causing a concern, or is absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.
- Any absence, without satisfactory explanation, of a pupil currently subject to a child protection plan will be immediately referred to their social worker.
- Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority via the First Response Team, if a child under the age of 16 years, 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
- All staff, parents/carers and children are 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. We acknowledge that an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- Our lettings policy reflects the on-going 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 site at any time. (This includes the purpose of the letting for religious and political reasons.) All hirers must supply the school with a copy of their Child Protection Policy.

- The PTA organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures as part of their use of the school facilities.
- The school operates Safe Recruitment practices, including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire Council and in line with current legislation. (The school applies the same level of scrutiny should agency staff be required.)
- Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.
- Our procedures will be annually reviewed and up-dated, with due consideration to any changes in legislation.
- The name of the DSL is clearly displayed in reception and the staffroom, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL will be available during school hours and term-time to support safeguarding within our school.
- Children are encouraged to share any concerns or worries with staff, and are regularly reminded about this as part of the curriculum, assemblies and registration time.

Prevention:

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional well-being of our pupils and recognise the role the school plays in identifying vulnerability and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.

We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable pupil. Any concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them the Channel coordinator.

All school staff are required to attend training to support them to identify a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

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

We recognise some students because of their life experiences or additional needs including SEN, may be disproportionally affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students.

The school community will therefore:

- Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students to feel secure. Ensuring all students know there are staff in the school whom they can approach if they are worried or in difficulty. Encouraging students to share their worries, knowing that they will be listened to.
- Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, themes of exploitation and management of sexual violence and sexual harassment. Support staff to be vigilant and able to recognise and act on assessed vulnerabilities.
- Understand safeguarding and protection of our children has to be viewed within the context of their lived experience and the factors around them which may impact on this: friends, family, school and their community.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Staff will work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support pupils at risk of harm including emotional and intellectual harm via social media and use of the internet.
- Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

Child Protection:

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

The following is intended as a reference for school staff, volunteers, Governors and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm. It should be read along with 'Keeping Children Safe in Education 2022: part one' and annex A and B of the same document.

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. Children may be abused in a family or in an institutional or community setting by those know 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.

Four categories of abuse are identified –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority

- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

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

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may 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 to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

NB Research shows that domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, school would consider making a referral to Social Care if the child showed any indicators of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The school uses the Brook Sexual Behaviour traffic Light Tool as guidance in identifying and responding to sexual behaviour in children.

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

> *Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.*
>
> *Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.*
>
> *Victoria Climbié Inquiry Report.*

Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimuli around them

may be wrongly attributed to their disability. Staff need therefore to feel confident to question behaviours and be professionally curious about changes noted, being prepared to 'think the unthinkable', raise the concern and ensure safeguards are in place. Children with communication difficulties may be especially vulnerable.

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

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community).
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- Girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out).
- Children being trafficked from abroad.
- Girls and/or boys at risk of being forced into marriage.

Exploitation is a form of child abuse and may take a number of forms, including the four outlined below:

Child Sexual Exploitation and Child Criminal Exploitation

Child sexual exploitation and Child Criminal Exploitation are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. (The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.') CSE and CCE can affect children, both male and female, and can include children who have been moved (trafficked) for the purpose of exploitation.
Home Office – Serious Violence Strategy, April 2018 (publishing.service.gov.uk)

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.

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, and offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Harmful sexual behaviour:

Children's sexual behaviour ranges from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as 'Harmful Sexual Behaviour' (HSB).

Supporting Children:

We recognise the young minds of our pupils can be vulnerable and exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and report concerns via our child protection procedures.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. we therefore take our responsibilities seriously.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to **question behaviours** and be **professionally curious** about changes noted, all staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, "listening to behaviours" acknowledging not all children will be able to verbalise what may be troubling them.

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

The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our County admissions process therefore asks for proof of identification and who has parental responsibility for a student. We will ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hours.

Through training, staff are aware that children's behaviours may pose a risk to their peers; behaviours may range from bullying to those which are sexually abusive. At our school any concerns are discussed with the DSL so that a plan of support can be initiated for the child. Our school has a culture of sharing, and staff have been trained to offer 1:1 or group support for children with emotional and behavioural challenges.

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

Our school will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any child absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing Education using the CME Protocol advised by County. (https://schoolsweb.buckscc.gov.uk/schools/documents/exclusionsreintegration/Children_Missing_Education_Protocol.doc)
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of pupils.

- Ensuring staff work with Prevent Officers and Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- If a child has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
- Developing a good working knowledge of the Continuum of Need Document and how it can be used to safeguard and promote the well-being of pupils, informing the notification of Social Care (First Response) as soon as there is a significant concern.
- Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the LA is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school. Our named teacher is Kathryn Tamlyn, Head Teacher.
- Expecting staff to be sensitive to the needs of children who are looked after, recognizing that they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g. teasing, bullying or when negotiating relationships.
- Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and act on them appropriately.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

Our school has Work Experience procedures which comply with national and local guidance and are reviewed regularly. We are aware of our responsibilities for the safeguarding of pupils who are educated off-site or who are in alternative provision and work with Buckinghamshire Council to monitor and review this. At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance mis-use and/or domestic violence and know that the children might experience abuse or neglect as a result of these difficulties. The DSL and the rest of the staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.

Pupils are encouraged to seek help and support if they are experiencing problems at home or elsewhere, and know how to access this. Whilst we strive to work together with families staff understand that sharing information with parents may not be appropriate and ensure that decision of this nature are made in partnership with Children's Social Care or the Police.

Record Keeping and Retention of Records:

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

If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a chronology, how the concern was followed up and resolved, including notes of any actions taken, decisions reached and a clear outcome, including when cases have been investigated and found to be without substance.

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

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

We have a robust system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management in accordance with GDPR legislation.

There is a statutory requirement for our school to pass any child protection records to the child's next school within five working days of their start date. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain records securely and confidentially until the child concerned reaches the age of 25 years for any child where the transfer school is unknown or the child is moving to Home Education.

Confidentiality:

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

The Head Teacher will disclose personal information about a pupil to other members of staff strictly on a need to know basis only. This will be governed by Buckinghamshire Safeguarding Children Partnership information sharing protocols.

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

Staff will not keep duplicate or personal records of child protection concerns. Any information will be reported to the DSL and securely stored only in the designated location within the school, separate from the pupil records.

Provision is in place for the information to be accessed in the absence of the Designated Safeguarding Lead in an emergency.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

In the event of a child disclosing abuse staff must:

- Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive endeavouring to not respond emotionally.
- 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 a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute

anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically

- Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring the DSL (ADSL or First Response if she is not contactable) for advice.

If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999.

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.

Following a report of concerns the DSL will 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. The rationale for this decision should be recorded by the DSL. Normally the school will try to discuss any concerns about a child's welfare with parents and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this will 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 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.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or ADSL) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of: the known facts; any suspicions or allegations; whether or not there has been any contact with the child's family. 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. If a child needs urgent medical attention, the DSL (or ADSL) should call an ambulance via 999; contact First Response; advice to be sought from First Response about informing parents/carers. The DSL will 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. The rationale for this decision should be recorded by the DSL.

Multi-agency working:

The DSL and ADSL 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'. When named as a relevant agency and involved in safeguarding arrangements, the school will co-operate alongside other agencies with the published arrangements; will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans; and 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. If, following a referral, the situation is not improving for he child the DSL will follow the escalation process.

Supporting Staff:

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

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

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

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.

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

Allegations against staff and volunteers (including Governors):

The school has clear procedures for managing concerns and/or allegations made against those working in the school. Keeping Children Safe in Education (September 2022) part 4 contains comprehensive guidance covering both those allegations which meet the harm threshold and those which do not (low level concerns). The DSL and ADSL are aware of this.

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. There should be no 1:1 contact between staff and children which is not "open to the casual observer".

All staff should be aware of the school's behaviour and discipline policy and with the Code of Conduct. This can be found in the policy file, and in the staff handbook.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Teacher or the most senior teacher if the Head Teacher is not present. If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Head Teacher first.

An allegation may be made if a member of staff or other adult 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 inside and outside of school.)

The Head Teacher/senior teacher on all such occasions will discuss the content of the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

The Head Teacher will follow all advice given by the LADO throughout the investigation, including how to manage the member of staff, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff and volunteers within the workplace; how to support the child making the allegation, as well as other children connected; and ensure feedback is provided to the LADO about the outcome of any internal investigation.

The school will follow the LA procedures for managing allegations against staff, a copy of which can be found with the Head Teacher.

Should the allegation be against a member of staff supplied by an agency, then the agency will be kept fully informed, and be involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision, as well as being guided by HR. If suspension is made, following Local Authority procedures restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

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

Transfer of risk:

Should an individual member of staff or volunteer be involved in child protection, other safeguarding procedures of Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances the school will assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

Whistleblowing:

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a Whistleblowing Policy which can be found in the Policy File and in the staffroom. Staff are required to familiarise themselves with the document annually.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Head Teacher, the delegated 'whistleblowing' governor (Simon Aulton) or the LADO.

Our website has a Department for Education 'Report a Concern' button to support the reporting of safeguarding concerns.

Physical Intervention/Positive Handling:

Our policy on physical intervention/positive handling by staff is set out separately. It complies with Department of Education Guidance, 'The use of Reasonable Force, advice for Head Teachers, Staff and Governing Bodies' July 2013. This policy states that staff must only ever use physical intervention as a last resort, (eg when a child is endangering him/herself or others, damaging property or causing disorder) and that, at all times it must be the minimal force necessary to prevent injury to another person. It is always unlawful to use force as a punishment.

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

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

All such events should be recorded and signed by a witness. The parent/carer will be informed of the incident.

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

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

Anti-Bullying:

At our school we have an agreed definition of bullying which is *"Bullying is behaviour that is: repeated, deliberately intended to hurt someone either physically or emotionally, and often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It is done with power.'* The children staff, parents and carers are supported to understand this. This is on our website and a child friendly version is displayed in each classroom.

We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Staff and pupils are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment, and reference to this is in our Anti-bullying policy.

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Discriminatory Incidents:

Any discriminatory incident is dealt with under our Behaviour/Equalities and Cohesion policy and we acknowledge the serious nature of these events and their impact on the individual/group of children involved, including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

We are aware of the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015, and the necessity for a culture of vigilance, awareness and sensitivity to change in the attitudes of the children. This is a safeguarding matter and so this Policy will be followed to support children and their families where vulnerabilities are identified. All staff and Governors are required to have completed Prevent Training. The school firewall protects users from accessing potentially extreme material.

Health & Safety:

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

Our Guide for Parents outlines clearly safeguarding procedures in place for dropping off and collection times. Any child leaving the school during the day is signed out at the office by an authorized adult. Parents are expected to inform us by phone or in writing (not by e-mail during the day) if there is to be a change in the arrangement of collection of their children.

All staff who support the children at lunchtime have received training to remain alert to signs of concern or vulnerability ensuring pupils feel safe. They follow the schools reporting process to alert the DSL of concerns.

Our school site is secure and any concerns raised by the children regarding areas of the school where they may feel vulnerable are taken seriously.

In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police.

Prevent Duty:

The DSL, ADSL and staff are aware of the Prevent Duty under Section 26 of the Counter Terrorism and Security Act (2015) to protect children from being drawn into terrorism. All school staff and Governors have completed Prevent Training. The school has in place and monitors appropriate web filtering systems.

Online Safety:

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

- Creating a safer online learning environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking.
- Being aware of the risks posed by children in the online world, including non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on-line which may make children vulnerable, including sexting and/or the sending of nude or semi-nude images.
- Use of mobile phones both within school and on school trips/outings.
- Use of camera equipment, including camera phones.
- What steps to take if you have concerns and where to go for help.
- Staff use of social media and mobile phones in school is set out in the Staff Code of Conduct.
- Cyber-bullying by children, via texts or e-mails, will be treated as seriously as any other type of bullying and will be managed through our Anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.
- Children and staff are supported to understand the risks posed by ***CONTENT*** *accessed by students; their* ***CONDUCT*** *on line; who they have* ***CONTACT*** *with in the digital world; and* ***COMMERCE*** *risks such as gambling, inappropriate advertising, phishing and/or financial scams.*
- Children are not permitted mobile phones on-site.
- Visitors to our school are respectfully requested to turn off all mobile devices as a safeguarding measure.
- Advice given by Government regarding keeping safe during periods of home learning is followed by the school and shared with parents and children.

Staff receive annual training to understand the possible risks child may be exposed to.

Sexting and the sending of nude or semi-nude images:

'Sexting', also referred to as 'youth produced sexual imagery, including sending nude 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 young people

experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

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

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the Police. If the incident requires Police involvement we will always endeavor to speak to the parents involved prior to any timely report being made to the Police.

Child on Child Abuse:

At our school we believe 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 child on child abuse**.** All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

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 at third party; abuse related to sexual orientation or identity; sexting as set out earlier including sending of images either consensual or non-consensual; upskirting; initiation type violence and rituals; emotional abuse; abuse within intimate partner relationships. All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe.

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 LAC; whether the perpetrator has previously tried to harm or intimidate pupils; any concerns about the intentions of the alleged perpetrator; how best to support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted; risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child on child abuse taking place the school will:

- deliver PSHE and Relationship Education 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 Policy and/or the Anti-Bullying Policy

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. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Head Teacher, or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the Keeping Children Safe in Education, Sept 2022 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 - GOV.UK) The school ensures that they keep up to date with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual Violence and Sexual Harassment:

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 a group of children. This can occur online or face to face, and can take place inside or outside of the school. All staff are trained to maintain an attiude of 'it could happen here' and it is never acceptable. (As identified in Keeping Children Safe in Education (2022) part 5.) They are aware of their responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All staff will reassure victims 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 the school

Cultural Issues and So Called 'Honour' Based Violence:

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

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

We support students, 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.

We make 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.

At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our child protection processes to safeguard the pupil concerned.

Teachers at our school understand there is a legal duty to report known cases of FGM and So Called Honour Based Violence to the police and they will do this with the support of the DSL. (Mandatory reporting of female genital mutilation: procedural information Department for Education and Home Office) Staff are aware of the signs of FGM.

At our school we are 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 students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.

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

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns of forced marriage are reported to the DSL, the Forced Marriage Bureau, as well as First Response.

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. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

Contextual Safeguarding:

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.

At our school we recognise that pupils may encounter safeguarding issues that happen in the wider community, including those between children, and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

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..

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare. In such cases the individual needs and vulnerabilities of each child will be considered.

Serious Violence

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.

At our school we are aware of the risks to children and will take appropriate measures to manage any situations arising. (Being male, being frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery are recognised high risk factors.)

Domestic Abuse:

All staff recognise that children who experience domestic abuse, including intimate partner abuse (referred to in Keeping Children Safe in Education (2022) as teenage relationship abuse), can suffer long lasting emotional and psychological effects. They recognise that some groups of children may be at potentially greater risk of harm. Any concerns will be reported using the school's safeguarding procedures.

Children who need a social worker:

All staff recognise that those children on Child Protection or Child in Need plans may

have a social worker due to safeguarding or welfare needs; and informed decision will be made by staff with regard to safeguarding for hose children who are being supported by a social worker. They aware that the child may have barriers with attendance, behaviour, learning or mental health.

The school will share information with the Social Workers for any child whom they are supporting to ensure decisions are made in the best interest of the child. The school will work in partnership with the Virtual School and the LA to improve outcomes for these children.

Looked after children:

The Head Teacher of our school is the designated teacher responsible for promoting the education achievement and well-being for LAC and previously LAC children. It is their responsibility to ensure a quick and effective response to any concerns, and that these are shared with the appropriate agencies. This will include working in partnership with the Virtual School and other agencies to promote better outcomes for these children.

Mental Health:

All staff are aware that menta health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect or exploitation. They recognise that traumatic adverse childhood experiences can have a lasting impact throughout the child's life, and that it can impact on mental health, behaviour and education.

Any concerns will be reported using the school's safeguarding procedures. The school will seek advice from a trained professional should there be concerns regarding the mental health of a child. The Head Teacher is a trained mental-health first aider, and our lead ELSA has undertaken specific training in child mental well-being.

Use of Photography:

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both student and parents before taking or sharing any images.

As confirmed in the Data Protection Act and GDPR legislation, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 before any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used and how widely. Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of.

Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at the school.

Policy Review:

The Governing Board of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority.

This policy is based on the Buckinghamshire Council Model Policy of Autumn 2022 and Government guidance.

The school will always refer to the recommended DfE Policy and procedures.

Policy reviewed: September 2022

Date of next review: September 2023

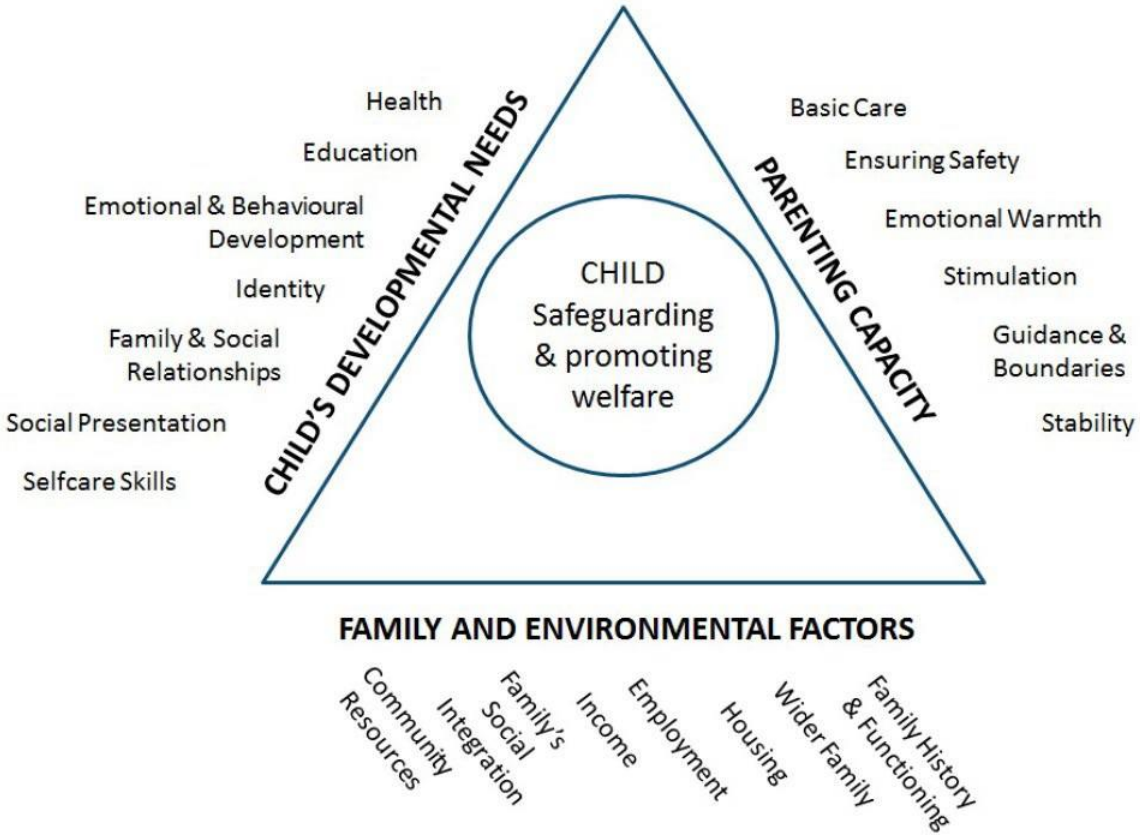
Appendix:

Please also see our policies and practice on:

- Promoting Positive Behaviour and Well-being : Behaviour; Discipline; Use of reasonable Force; Anti-bullying; Mental Health Guidance; and Sexual violence and harassment;
- E-Safety and use of the internet
- Attendance
- Safe Working Practices
- Curriculum
- Good to be Us – safety strand
- Safeguarding Reports to Governors
- Staff Training

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.

Contacts:

School contacts:

Head Teacher and Designated Safeguarding Lead: Kathryn Tamlyn; 01296 668324

Additional Designated Safeguarding Lead: Rebecca White; 01296 668324

Nominated Governor: Simon Aulton

Chair of Governors: Simon Aulton; saulton@cheddington.bucks.sch.uk

Local Authority Contacts:

Education Safeguarding Advisory Service: Secure-esasduty@buckinghamshire.gov.uk	*01296 387981*
Local Authority Designated Officer (LADO): Secure-lado@buckinghamshire.gov.uk	*01296 382070*
Buckinghamshire Family Information Service	*01296 383065*
Buckinghamshire Council Equalities and School Improvement Manager Yvette.thomas@buckinghamshire.gov.uk	*01296 382461*
Buckinghamshire Council Prevent Coordinator Alisonwatts1@buckinghamshire.gov.uk	*01296 674784*
First Response (including Early Help, Channel): Secure-firstresponse@buckinghamshire.gov.uk	*01296 383962*
First Response (including Early Help, Channel) Out of Hours:	*0800 999 7677*
Thames Valley Police	*101 (999 in an emergency)*

Local Safeguarding Children Board *for procedures, policies and practice guidelines*	*Bucks BSCP*
Schoolsweb *Bulletin, Safeguarding links, A – Z guide to information and services*	*BucksSchoolsweb*

Other contacts:

NSPCC	*0800 800 5000*
Childline	*0800 11 11*
Kidscape Bullying Helpline	*020 7823 5430*
Female Genital Mutilation Helpline (NSPCC)	*0800 028 5430*
RU Safe? (Barnardos child sexual exploitation service)	*01494 785552*
Samaritans	*116 123*
CEOP *(Child Exploitation and Online Protection)*	*CEOP*
Foreign and Commonwealth Office *(Forced Marriages Section)*	*0207 008 0151*
Crimestoppers	*0800 555 111*