



# Chiltern Way Academy

Turning Futures Around

## **Safeguarding & Child Protection Policy**

**Responsibility for this policy: Safeguarding, Welfare & Attendance Manager, DSL**

**Responsibility for its review: CEO**

**Approved: 13.12.18 (FGB)**

**Next Review Date: Autumn 2019**

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## **CONTACTS**

### **School contacts:**

- **Director of Schools - Gary Regan, 07887 246306**
- **Designated Safeguarding Lead (DSL) (Academy) - Laura Lower, 07768 555841**

### **Wendover Campus:**

- Deputy Designated Safeguarding Lead - Gary Regan, 07887 246306
- Other Designated Persons:  
Carol Sanderson (Tel: 07717 787372)  
Wayne Bridge (Tel: 07717 787367)  
Paul Coffey (Tel: 07887 246305)

### **Prestwood Campus:**

- Deputy Designated Safeguarding Lead (DSL):  
Tom Stibbs (Tel: 01296 622157 /07720 980354)
- Other Designated Persons:  
Nick Hall (Tel: 07734686343)  
Kim Knight (Tel: 01296 622157)
- Academy CEO: Ian McCaul (Tel: 07717 787366)
- Nominated Safeguarding Trustee: Mrs Marian Millward
- Chair of Trustees: Mr David Mortimer DMortimer@chilternway.org

### **Contacts in County:**

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- First Response team (incl. Early Help, Channel) 01296 383962
- Local Authority Designated Officer (LADO) 01296 382070
- R U Safe? (Barnardos – Child Sexual Exploitation Service) 01494 461112
- Children’s Services, Out of Hours 0800 999 7677

- Child Protection Conference Team 01296 387815
- Equalities Manager/Management of Bullying/Prevent Lead for schools 01296 382461
  - Thames Valley Police (CAIU) 101 (or 999 in case of emergency)
- Buckinghamshire Local Safeguarding Children Board [www.bucks-lscb.org.uk](http://www.bucks-lscb.org.uk)
- Bucks Family Information Service 0845 688 4944
- SchoolsWeb [BucksCCSchoolsWeb](http://BucksCCSchoolsWeb)  
School bulletin, Safeguarding Links, A-Z guide to information and services.
- Buckinghamshire Grid for Learning e-Safety [BucksCCe-Safety](http://BucksCCe-Safety)

**1.3 Other contacts, including those outside school pupils can contact:**

- NSPCC 0800 8005000
- Female Genital Mutilation ([fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)) 08000 283550
- Childline 0800 1111
- Kidscape Bullying Helpline 0845 1205 204
- Samaritans 0845 790 9090
- CEOP [www.ceop.gov.uk](http://www.ceop.gov.uk)  
(Child Exploitation and Online Protection Centre)
- Foreign and Commonwealth Office 0207 008 0151  
(Forced Marriages Section)
- Channel/Prevent/Protect 01494 421371  
(Anti-Radicalisation)
- Ofsted 08456 40 40 40
- Crime Stoppers 0800 555 111

## 2.0 Introduction

**At Chiltern Way Academy** 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 together with them, their families as well as partner agencies. All staff are expected to be vigilant to the needs of our students.

2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004, and in line with the following:

- Working Together to Safeguard Children 2018
- “Keeping Children Safe in Education” September 2018
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families (March 2015)
- Children Missing Education; Statutory Guidance for Local Authorities September 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act (2015)
- Sexual Violence and Sexual Harassment between Children, May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)
- Serious Crimes Act 2015
- Education Act 2002 – Section 175

2.2 We believe clear governance and leadership is central to embedding a safeguarding culture. The Chiltern Way Academy (CWA) Trustees (formerly the governing body) take seriously their responsibility under section 175 of the Education Act 2002 to safeguard<sup>1</sup> and promote the welfare of children, and to work together with other agencies to ensure adequate arrangements within our Academy to identify, assess and

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<sup>1</sup> 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”

support those children who are suffering harm, or whose welfare may be in question. Trustees will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of Keeping Children Safe in Education Sept 2018 and 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.

2.3 We recognise that all staff<sup>2</sup> and Trustees 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.

2.4 All staff believe that CWA should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5 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. Staff will remain vigilant and alert to these potential risks.

## **2.6 The aims of this policy are:**

2.6.1 To support students' development in ways that will foster security, confidence and resilience, free from discrimination.

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

2.6.3 To ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the wellbeing of children; to identify the need for support early to promote wellbeing and promptly report cases of actual or suspected abuse (Appendix 1 – Identifying Abuse).

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

2.6.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to the safeguarding of pupils; ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

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<sup>2</sup> "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 2.6.6 To ensure that the Academy has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- 2.6.7 To underpin a structured procedure within the Academy, which will be followed by all members of the Academy community in cases of suspected abuse.
- 2.6.8 To ensure the Academy has robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- 2.6.9 To develop effective working relationships, guided by the Thresholds document, with all other agencies, involved in safeguarding and promoting the needs of children and to share information appropriately and promptly where concerns are identified.
- 2.6.10 To ensure that all staff appointed within CWA 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
- 2.6.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

### **3.0 Responsibilities**

- 3.1 All staff understand that safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the Academy who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Laura Lower (DSL) or, in their absence, to another Designated Person (DP) (see contacts sheet) using the systems and processes our Academy has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff on site. Staff understand if there is an immediate risk of harm 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 electronic 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.
  - Staff will sign and 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.
- 3.2 The Trustees understand and fulfil their safeguarding responsibilities. They will:
- 3.2.1 Ensure that the Academy's Safeguarding and Child Protection Policy reflects the unique features of the community it serves and the needs of the students attending its provision. This will be reviewed at least annually.
- 3.2.2 Monitor and evaluate the effectiveness of the Safeguarding and Child Protection Policy and be satisfied that it is being complied with.
- 3.2.3 Appoint a Designated Safeguarding Lead (DSL) and Deputy DSL across the Academy who are senior members of staff within the leadership team with the required level of authority. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.
- 3.2.4 Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective.
- 3.2.5 Ensure measures are in place to have oversight of how the Academy's delivery on its responsibilities are exercised and evidenced, following up with the Director of Schools any identified gaps in practice or where procedures may not have been followed.
- 3.2.6 Recognise the contribution the Academy can make in helping children and young people stay safe through incorporation of safeguarding within the curriculum.
- 3.2.7 Ensure safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (September 2018)* and legislation referred to therein.
- 3.2.8 Ensure the needs of students for early intervention and Child Protection are fully understood and resources allocated to meet identified needs.

- 3.2.9 Supports the DSL to complete an Annual Safeguarding Audit for Trustees, demonstrating how the Academy is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this audit is shared with the Education Safeguarding Advisory Service within the recommended time frame.
- 3.3 It will be the duty of the Chair of Trustees (Mr David Mortimer) to liaise with relevant agencies if any allegations are made against the Principal. 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 (LADO Tel: 01296 382070)
- 3.4 The Nominated Trustee for Child Protection will be familiar with Buckinghamshire Local Safeguarding Children Board procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Trustee will:
- 3.5.1 Work with the DSL to produce the Safeguarding Policy.
- 3.5.2 Undertake the training available for Nominated Trustees.
- 3.5.3 Ensure that Child Protection is, as a minimum, an annual agenda item for the Trustees' meeting.
- 3.5.4 Meet regularly with the DSL to review and monitor the Academy's delivery on its safeguarding responsibilities.
- 3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:
- 3.6.1 Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection (see Appendix A for definitions of the categories of abuse).
- 3.6.2 Ensuring referrals to partner agencies are followed up in writing, within 24 hours of initial contact.
- 3.6.3 Establishing and embedding 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 allow prompt follow up, if it is felt the needs of the student are not being met. This includes the use of the Escalation Process found on the BSCB website. .

- 3.6.4 Ensuring that records are up to date and staff are supported to differentiate between fact, opinion and hearsay and are maintained in accordance with data protection.
- 3.6.5 Ensuring records are stored safely and securely and remain confidential. The DSL will share information on a 'need to know' basis only and in accordance with the confidentiality policy. All child protection files are held separately from student records.
- 3.6.6 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student
- 3.6.7 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.
- 3.6.8 Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure the Deputy is available. (The DSL and the Deputy are both trained to the same level in the Academy).
- 3.6.9 Ensuring arrangements are in place to support staff outside of these times if students are off site and accompanied by staff.
- 3.6.10 Contributing effectively to multi-agency 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.
- 3.6.11 Providing the Director of Schools, with an annual report for the Governing Body, detailing how 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 LA with information about their Safeguarding policies and procedures.
- 3.6.12 Meeting regularly (termly) with the Nominated Trustee to share oversight of safeguarding provision within the Academy, monitor performance and develop plans to rectify any gaps in delivery noted.
- 3.6.13 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training.

- 3.6.14 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.6.15 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the Academy.

#### **4.0 Procedures**

CWA procedures for safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education 2018” and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

##### **4.1. We will ensure:**

- 4.1.1 We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB.
- 4.1.2 We have a member of staff on each Campus who will act in the DSL’s absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained designated member of staff, the Principal will assume this role.
- 4.1.3 All adults, (including supply teachers and volunteers) new to our Academy are made aware of the Academy’s policy and procedures for safeguarding and child protection, the name and contact details of the DSL, their role and responsibilities under *Keeping Children Safe in Education 2018* and the booklet ‘*What to do if You’re Worried a Child is Being Abused*’. They will have these explained, as part of their induction into the Academy.
- 4.1.4 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. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team briefings, newsletters and email updates.
- 4.1.5 All parents/carers are made aware of Academy’s responsibilities in regard to child protection procedures through the Academy’s Safeguarding and Child Protection Policy which is available on our website. Hard copies can be requested from the campus reception. Further reference is made to this in our home school agreement.

- 4.1.6 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.
- 4.1.7 All children attending the Academy are required to have a minimum of two identified emergency contacts, this is to support prompt communication in the event of a serious incident of a child missing from school.
- 4.1.8 On the first day of absence for any student, where the school have not been notified of a reason, the Receptionist will contact the student's family to ascertain a reason for their absence.
- 4.1.9 Any pupil 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.
- 4.1.10 Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 4.1.11 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.
- 4.1.12 All staff, parents/carers and children are made aware of the Academy's escalation process in the safeguarding Statement in the admissions pack, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.1.13 Our lettings policy reflects the ongoing responsibility the Academy 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. This includes the purpose of the letting when for religious or political reasons.
- 4.1.14 Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the Academy's child protection guidelines and procedures, as part of their use of our facilities.

- 4.1.15 The Academy 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 (DBS) and the National Teachers' Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.16 We apply the same level of scrutiny to staff employed as via an agency, ensuring their identities, qualification and suitability to work safely with children.
- 4.1.17 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 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.
- 4.1.18 Our procedures are reviewed and updated annually as a minimum.
- 4.1.19 The name of the DSL is clearly displayed around the Academy in appropriate locations including Reception and the staff room, with a statement explaining the Academy'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.

## **5.0 Prevention**

- 5.1.1 We recognise that the Academy plays a significant part in the prevention of harm to our students by providing effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of students, either by self-radicalisation or through exposure to extremist views.
- 5.1.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- 5.1.3 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.

- 5.1.4 All Academy 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.
- 5.1.5 Whilst a central part of our work with students is to support them to stay safe whilst online, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- 5.1.6 We recognise some students because of their life experiences or additional needs including SEN, may be disproportionately 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
- 5.2 The Academy community will therefore:
  - 5.2.1 Establish and maintain a safeguarding ethos, which is understood by all staff, which enables students to feel secure. Ensuring all students know there are staff in the Academy whom they can approach if they are worried or in difficulty. Encouraging students to share their worries, knowing that they will be listened to.
  - 5.2.2 Receive focused annual 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.
  - 5.2.3 Understand safeguarding and protection of students has to be viewed within the context of the students lived experience and the factors around him/her which may impact on this; friends, family school and their community.
  - 5.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
  - 5.2.5 Ensure staff work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support students at risk of harm, including emotional and intellectual harm via social media and use of the internet.
  - 5.2.6 Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL

to assess and act on concerns highlighted to ensure school remains a safe place to learn.

## **6.0 Supporting Children**

- 6.1 We recognise that a child who is abused, witnesses' violence and lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated.
- 6.1 We recognise the young minds of our students can be vulnerable and may be exploited by others, therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and support concerns via our child protection procedures.
- 6.2 We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm, we therefore take our responsibilities seriously.
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. 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.
- 6.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.
- 6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student – If parents go through County this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hrs.

- 6.6 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.

The Academy will address this through:

- 6.6.1 - PSHE, Life skills and Protective Behaviours lessons informing students of how to keep themselves safe; who and where to go to for help if they do not feel safe and staff they can talk to in school regarding any concerns they have.
- Staff receive regular training regarding safeguarding and child protection including emerging concerns within the Academy, at local level and nationally.
  - CCTV operates within the school for student and staff safety.
  - Students have access to an anti-bullying forum online through which they can report a concern at any time.
  - There are anti-bullying co-ordinators in school who run restorative justice with those students who have been victims or perpetrators of bullying.
  - There is a forensic monitoring system on all information technology systems within the school and reports are sent directly to the Director of Schools, Head of Campus and DSL if a concern arises.
  - Parents and Carers are invited to participate in Family Information Sessions on a termly basis in which external agencies and Academy staff provide information and discussion groups around relevant topics.
- 6.6.2 Allegations of peer on peer abuse including bullying and sexually abusive behaviour are investigated by the anti-bullying co-ordinators and the safeguarding team. Referrals are made as appropriate to external agencies where it is believed sexually abusive behaviour has occurred.
- 6.6.3 Concerns will be addressed with those pupils involved where appropriate and parents/carers informed of the concerns.
- 6.6.3 Pupils are encouraged to come and talk to members of staff if they have concerns and are aware of those staff on the safeguarding and anti-bullying teams. Support from external agencies will be accessed as needed and where appropriate concerns will be escalated to the Head teacher, Principal, Chair of Trustees and/or LADO.
- 6.7 Our Academy will support all pupils by:

- 6.7.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- 6.7.2 Promoting a caring, safe and positive environment within the Academy.
- 6.7.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer.
- 6.7.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 6.7.5 Ensuring staff work with Prevent Officers and the Channel panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- 6.6.6 Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.
- 6.6.7 Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.
- 6.6.8 Ensuring that a named teacher is designated for Children Looked After (CLA) 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. We will work with the Virtual Schools Team to support the educational attainment for children looked after at our school.
- 6.6.9 Staff are sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying or when negotiating relationships.
- 6.6.10 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.6.11 Providing continuing support to a student (about whom there have been concerns) who leaves the Academy by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the student’s new school as a matter of urgency / within the first term.

- 6.8 Our Academy has a Work Experience Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.
- 6.9 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- 6.10 In our Academy we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the children might experience abuse or neglect as a result of these difficulties.
- 6.11 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.
- 6.12 Students are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.
- 6.13 Whilst we strive to work together with families, staff understand that sharing information with parents may not always be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

## **7.0 SEN and Disabilities**

- 7.1 We recognise that additional barriers can exist when recognising abuse and neglect in pupils with Special Educational Needs and disabilities.
- 7.2 Staff will not make assumptions about indicators of possible abuse such as behaviour, mood or injury and relate to the child's disability without further exploration.
- 7.3 Staff will be aware that pupils with Special Educational Needs and disabilities can be disproportionately impacted by abuse and may struggle to communicate.

## **8.0 Confidentiality**

- 8.1 We recognise that all matters relating to child protection are confidential.
- 8.2 The Director of Schools, Head of Campus or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 8.3 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- 8.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the Academy, separate from the student records.
- 8.5 Provision is in place for the information to be accessed, in the absence of the DSL, in an emergency.
- 8.6 All staff are 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 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.
- 8.7 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 ESAS or Social Care on this point.
- 8.8 In the event of a child disclosing abuse staff will:
- Listen to the child. Allowing the child to tell what has happened in their own way, at their own pace. Staff will not interrupt a child who is freely recalling significant events.
  - Remain calm. Be reassuring and supportive but will endeavour 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. 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 First Response 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.

## **9.0 Supporting Staff**

- 9.1 We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 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 of Campus or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 9.3 In consultation with all staff, we have adopted a code of conduct for staff at the Academy. This forms part of staff induction. 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 the Academy.
- 9.4 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.
- 9.5 We recognise that our DSL(s) should have access to support (as in 9.2 above) and appropriate workshops, courses or meetings as organised by the County Council.

## **10.0 Allegations Against Staff**

- 10.1 All 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. (See also 9.3 above) There should be no 1:1 contact between staff and students which is not "open to the casual observer".
- 10.2 Staff should be aware of the Academy's Behaviour Policy and Code of Conduct. These can be found on the Academy website or by directly requesting a copy from the Head of Campus at each site.
- 10.3 We understand that a student 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 of Campus or the most senior member of staff if the Head of Campus is not present. Head of Campus must then inform the Director of Schools.

10.4 The Head of Campus/senior member of staff on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

10.5 The Head of Campus/ Senior member of staff will:

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

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

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

10.5 If the allegation made concerns the Head of Campus, the person receiving the allegation will immediately inform the Director of Schools, who will consult the LADO as in 10.4 above, without notifying the Head of Campus first.

10.6 If the allegation made concerns the Director of Schools, the person receiving the allegation will immediately inform the Principal who will consult the LADO as in 10.4 above, without notifying the Director of Schools first.

10.7 If the allegation made concerns the Principal, the person receiving the allegation will immediately inform the Chair of Trustees who will consult the LADO as in 10.4 above, without notifying the Principal first.

10.7 The Academy will follow County Council's procedures for managing allegations against staff, a copy of which can be found on the Academy website.

10.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 10.4 above) in making this decision, as well as being guided by HR.

10.9 If a member of staff is suspended, following Academy procedures (as in 10.7 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

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

## **11.0 Transfer of Risk**

11.1 Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head of Campus and Director of Schools. 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 or young people.

## **12.0 Whistle Blowing**

12.1 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 separate Whistleblowing Policy which can be found on the Academy website. Staff are required to familiarise themselves with this document during their induction period.

12.2 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 designated 'Whistleblowing' Trustee or the Local Authority Designated Officer (LADO). If staff do not feel comfortable reporting via these routes the NSPCC whistleblowing helpline is available for staff on 0800 028 0285 or at [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

12.3 A tool to support safeguarding concerns to be reported can be found on our website which has the "Report a concern" button for CEOP.

## **13.0 Physical Intervention/Positive Handling**

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

In addition, the *Care and Control Policy* ratified within the Academy, states: "*pupils causing self – harm, injury to others; committing a criminal offence; engaging in any behaviour prejudicial to maintaining good order and discipline at the school - or among any of its pupils -*

*whether the behaviour occurs in a classroom during a teaching session, or elsewhere within school (this includes authorised out-of-school activities), or any other behaviour which may have a direct influence on the safe running of the school day or may pose a Health and Safety risk may necessitate physical intervention. All physical interventions within the Academy will be as a last resort.”*

- 13.2 Director of Schools, Heads of Campus and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following ‘prohibited items’: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 13.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 13.4 Any use of force or restraint will be recorded on Behaviour Watch and parents/guardians will be informed of the incident.
- 13.5 Staff who are likely to need to use physical intervention should be appropriately trained through General Services.
- 13.6 We understand that physical intervention of a nature, which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

#### **14.0 Anti-Bullying**

- 14.1 At our Academy, we have an agreed definition of bullying that is understood by students, staff, parents and carers which is
- 14.2 Our policy on the prevention and management of bullying (including cyber bullying) is set out in the Anti-Bullying Policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 14.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all students.
- 14.4 Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14.5 Support will be offered to the victim by the safeguarding and support team and where appropriate referrals to external agencies will be made.

### **15.0 Racist Incidents**

15.1 Our handling of racist incidents, as set out in the Anti-Bullying and Behaviour Policies, references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students 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.

### **16.0 Health & Safety**

16.1 We recognise the importance of safeguarding students throughout the school day. Our Health & Safety policy reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the Academy when undertaking school trips and visits.

15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of students at the start and end of the school day. Taxis are required to drop students off within the school grounds as they are allowed in through the main gate by Academy staff at the start and the end of the school day.

15.3 Students who leave the site during the school day do so only with the written permission of a parent/carer.

15.4 Where a student takes part in extended day activities or remains at school for a detention at the end of the school day, Parents/Carers will be aware of handover procedures for the student back into their care.

15.5 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.

### **16.0 E-Safety**

16.1 All staff are aware of the Academy 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 on line, question the information they are accessing and support the development of critical thinking.

- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
- Use of mobile technology 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 as set out in the Staff Code of Conduct.

16.2 Cyber-bullying by children, via texts and emails, 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.

16.3 Students, staff and parents are supported to understand the risks posed by CONTENT accessed by students – their CONDUCT on line – whi they have CONTACT with in the digital world.

16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

16.5 Visitors to the Academy are respectfully asked not to use any photographic aspects of their mobile technology whilst onsite. This is a safeguarding measure for our students.

16.6 Staff use mobile technology whilst on site is set out in the Staff Code of Conduct.

## **17.0 Sexting**

'Sexting', also referred to as 'youth produced sexual imagery', 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.

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

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

Internet Safety. This requires us to share reports of sexting with the police.

## **18.0 Cultural Issues**

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 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.

18.1 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.

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

18.3 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.

18.4 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.

18.5 At our Academy we are aware of a range of practices and beliefs 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 safeguarding and child protection processes to safeguard the pupil concerned.

18.6 Teachers at the Academy understand there is a legal duty to report known cases of FGM to police and they will do this with the support of the DSL.

18.7 At our Academy 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.

18.8 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.

- 18.9 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 for forced marriage are reported to the DSL and the Forced Marriage Bureaux as well as First Response.
- 18.10 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 First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

## **19 Retention of Records**

- 19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy and Data Protection Legislation
- 19.2 There is a statutory requirement for our school to pass any child protection records to the student's next school. 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 a copy of any child protection records we generate until the student reaches the age of 25 yrs. These records will be stored securely.
- 19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.
- 19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.
- 19.5 In the instance of repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern<sup>3</sup>
- 19.6 We have a 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

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<sup>3</sup> Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017

## **20 Use of Photography**

We will often use photographs and film to capture achievements, monitor a child 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

- 20.1 As confirmed in the Data Protection Act, 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 (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc*).
- 20.2 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 (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.
- 20.3 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.

### **20.0 Policy Review**

- 20.1 The CWA Trustees are responsible for ensuring the annual review of this policy, and for reporting back to the Buckinghamshire County Council. The date the next review is due is on the front cover.

## Appendix One

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

### **Peer on peer abuse, including sexual violence & sexual harassment between children**

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of and act proportionately. These issues affect men and women, but are mainly experienced by women and girls:

- 1.4 million women and 700,000 men aged 16-59 report experiencing incidents of domestic abuse in the past year, in England and Wales;
- younger women aged 16-24 are most at risk and a woman is killed every 2.4 days in the UK, with 148 UK women killed by men in 2014;
- 750,000 children and young people across the UK witness or experience domestic abuse every year and a significant proportion experience abuse in their own relationships;
- in a study by the NSPCC of young people in intimate relationships,
  - o 25 per cent of the girls and 18 per cent of the boys experienced physical abuse;

- o 75 per cent of the girls and 14 per cent of the boys experienced emotional abuse; and
- o 33 per cent of the girls and 16 per cent of the boys experienced sexual abuse.

It found that not only do girls experience more abuse, but they also experience more severe abuse more frequently and suffer more negative impacts on their welfare, compared with boys.

This is why it is so important that everyone in a position of responsibility in our school is aware of, and committed to, a joined-up approach to tackling peer on peer abuse. It is important to always consider peer on peer abuse as a possible explanation for any unusual behaviour. The following signs and symptoms can be warning signs that a child or young person is experiencing this abuse.

- Persistent absence
- Decline in behaviour, performance and engagement
- Self-harm
- Evidence that certain situation's trigger memories of traumatic experiences
- Eating disorders
- Depression
- Isolation
- Early/unwanted pregnancy
- Evidence of control over movement
- Evidence of being monitored by family or other adults
- Anxiety
- Substance misuse
- Attempted suicide
- Peer on Peer Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding 15 of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information

seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of intervention. For some children and young people, educative inputs may be enough to address the behaviour. Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

The Designated Safeguarding Lead will act as the first point of contact for any concerns around Peer on Peer Abuse.

### **Key definitions & terminology**

#### **Sexual violence – defined by the Sexual Offences Act 2003 as:**

- Rape (of the vagina, anus or mouth by a penis)
- Assault by penetration (by a body part or anything else)
- Sexual assault (intentional sexual touching)

**Sexual activity** is an offence if:

- Person B (the victim) does not consent
- Person A (the perpetrator) does not reasonably believe Person B consents

#### **Sexual harassment – defined by the DfE’s guidance as:**

“Unwanted conduct of a sexual nature’, that can occur online and offline.”

Sexual harassment is likely to:

- Violate a child’s dignity, and/or
- Make them feel intimidated, degraded or humiliated, and/or
- Create a hostile, offensive or sexualised environment

Sexual harassment can include:

- Sexual comments, such as telling sexual stories, making lewd remarks, making sexual remarks about clothes and appearance, calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes (note that staff should consider when any of this crosses a line into sexual violence – talk to, and consider the experience of, the victim), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. This may include:
  - o Non-consensual sharing of sexual images and videos
  - o Sexualised online bullying
  - o Unwanted sexual comments and messages, including on social media

o Sexual exploitation; coercion and threats

### **Consent**

Someone consents if they:

- Agree by choice
- Have the freedom and capacity to choose

An individual may:

- Agree to one type of sexual activity but not another
- Consent under certain conditions
- Withdraw consent at any time during the activity and each time it occurs

The legal age of consent is 16. A child under 13 can never consent to any sexual activity.

The NSPCC states:

“The age of consent (the legal age to have sex) in the UK is 16 years old. The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity, but will be used if there is abuse or exploitation involved. To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone engaging in sexual activity with a child who is 12 or younger will be subject to penalties set out under the Sexual Offences Act 2003.”

### **Responsibilities of all staff:**

Members of staff are not in a position to decide whether or not something is acceptable. Instead, staff must treat any form of sexual or sexualised contact between young people as a concern and refer accordingly, and in line with this policy.

### **Responsibilities of the DSL:**

When there has been a concern raised in relation to sexual violence or sexual harassment, the DSL will carry out an immediate risk and needs assessment.

The risk and needs assessment will consider:

The victim, especially their protection and support

The alleged perpetrator(s)

All other children (and others, e.g. staff and family members)

The DSL will liaise with other services. Where there has been a report of sexual violence it is likely that professional risk assessments by social services and/or the police sexual violence team will be required.

## **Exploitation**

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

### **Child Sexual Exploitation**

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs 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 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

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

### **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**

As set out in the Serious Violence Strategy (see link below), published by the Home Office, 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.

### **Child Criminal Exploitation**

As set out in the Serious Violence Strategy

([https://data15/users/tmcacorum/esaswww.gov.uk/government/publications/serious-violence-strategy](https://data15.users.tmcacorum.esaswww.gov.uk/government/publications/serious-violence-strategy)), published by the Home Office, 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 into any criminal activity (a) in exchange for something the victim needs or wants,

and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. 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.

Taken from “Working Together” 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/722305/Working\\_Together\\_to\\_Safeguard\\_Children\\_-\\_Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf)

## **Appendix 2**

### **EARLY HELP PROCEDURES**

Keeping Children Safe in Education and Working Together to Safeguard Children (2018) set out a clear expectation that local agencies will work together and collaborate to identify those children and young people with additional needs and provide support as soon as a problem emerges.

Our school is committed to ensuring everything possible is done to prevent the unnecessary escalation of issues or problems.

The guiding principles of Early Help are:

- high quality early identification and intervention for all children and young people who need it, as well as effective integrated support for children with the most complex needs;
- preventative approach: we aim to work with families to enable them to build resilience and improve their capacity to help themselves should problems arise in the future;
- ‘early intervention may occur at any point in a child’s’ life;
- children, young people and their families are listened to, practice is focused on their needs which is captured in the Early Help Assessment:
- The journey of the child is captured through their wishes and feelings;
- to achieve better outcomes for children, young people and families, we see early intervention and prevention as a shared responsibility, where agencies work together, jointly ‘holding the baton’ for children and families;
- safeguarding is everyone’s responsibility and the welfare of the child/young person is paramount.

Staged intervention is an inclusive approach, involving parents/carers, children and young people, our school, relevant professionals and support services, which allows our school and practitioners to make informed and proportionate responses to need. There are four stages: Universal,

Vulnerable, Complex and Acute. Each stage provides a solution focussed approach to meeting needs at the earliest opportunity, with the most appropriate and least intrusive level of intervention.

Our school will most likely provide support to children/young people and their families at Stage One (Universal) and Stage Two (Vulnerable) and Stage 3 (Complex) of the staged intervention approach. This means that we will work with young people and families at the earliest possible point to help them by listening to their needs and developing a support plan which takes into account any access that may be required to additional resources, expertise or to consider any adjustments that can be made in the school.

Our school will always seek to discuss our concerns with the young person's family (and if appropriate, directly with the young person) to let them know what is going on and how we are trying to help. We will need consent to share information to access support. We recognise that families may also be able to explain, assist or resolve the issues themselves.

### **Stage One - Universal services for all children, young people and their families**

Our offer of early help begins at Stage One with the personalisation of support to meet the needs of children/young people and their families. Our school has access to a variety of different sources of information, support and advice that we can use to meet the needs of each young person.

### **Stage Two - Targeted early help for vulnerable children, young people and families**

As a school we provide a range of services. If we have tried to meet the child or young person's needs from within the full range of support we can offer without progress/success we will now need to engage additional support from other services. In doing so we will need to decide whether the help the child and/or family needs can be met by involving one other service or if multiple services may be required. We gain the family's consent to share information with another agency to access additional support. If we are able to decide that the child's need(s) can be met from one other service and we have consent, we refer to them directly. If the family or young person will not consent to share information using an Early Help Assessment (MARF) or withdraws consent for early help, we will continue to support the needs of the young person and their family through ordinarily available support and personalised services. This will provide us with future opportunities to engage the child and family with additional support and also to continue monitoring the situation in case there are any safeguarding concerns (see child protection procedures).

### **Early Help Assessment**

The Early Help Assessment is the assessment tool used to assess needs that are not being met through our existing personalised support and where a child and family would benefit from coordinated support from other services apart from our school. Once we have assessed the needs and strengths of the

young person with the family, the Early Help Assessment can be shared with the services that we think need to be involved to meet the needs of the young person and their family. By doing this the family do not have to repeat their story more than once and the services we have identified have a clear understanding of how their services can be of help.