

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”

Proverbs 20:15

**St. Lawrence VA Primary School /
Christopher Reeves VA Primary School**

Child Protection and Safeguarding Policy

September 2021

Review Date: September 2022

SAFEGUARDING AND CHILD PROTECTION POLICY 2021-2022

St Lawrence Church of England Primary School and Christopher Reeves Primary School

Governor Lead:	Fiona Rickard
Designated Safeguarding Lead:	Sarah Bush
Deputy Designated Safeguarding Lead:	Erica Cromey-Hawke (St Lawrence) Jayne Nicklin (St Lawrence) Nic Clark (Christopher Reeves)
Mental Health & Wellbeing Lead:	Pauline Johnson (St Lawrence) Louisa Fairey (Christopher Reeves)
Status & Review Cycle:	Statutory Annual
Next Review Date:	Sept 2022

Quick Reference Guide

Who to Contact:

Depending on the county in which the young person mainly resides, the school contacts either the Bedfordshire or Northamptonshire Integrated Front Door (IFD).

Bedford Integrated Front Door – Tel: 01234 718700 (out of hours 0300 300 8123)

Northampton Integrated Front Door – Tel: 0300 126 1000 (out of hours 01604 626938)

INTRODUCTION

This policy aims to provide all members of staff (paid and unpaid), children and young people, and their families with a clear and secure framework for ensuring that all children in the school are protected from harm, both while at school and when away from the school premises. All systems, processes and policies will operate with the best interests of the child at their heart.

Practitioners who work with children in this school will read this policy within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <http://bedfordscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2021)
- What to do if you're worried a child is being abused

Advice for practitioners (March 2015)

- Information Sharing Practice Guidance (2018)
- Revised Prevent Duty Guidance: for England and Wales 2015
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Guidance for safer working practices for those working with children and young people in education settings October 2015
- Disqualification by Association under the Childcare Act (2006 as amended 2018)

The Chellington Federation is committed to supporting all aspects of children and young people's development and learning, and to keeping children safe. In order to achieve this, we aim for a culture of vigilance, not only within the school buildings and school day, but within the wider school community.

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' September 2018:

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

Safeguarding action may be needed to protect children and learners from:

- Neglect.
- Physical abuse.
- Sexual abuse.
- Emotional abuse.
- Bullying including online bullying and prejudice-based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence /violence against women and girl.
- Honour based violence.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- The impact of new technologies on sexual behaviour e.g. sexting and accessing pornography and online abuse

- Teenage relationship abuse.
- Substance misuse.
- Issues specific to a local population e.g. gang violence and criminal exploitation.
- Female genital mutilation.
- Forced marriage.
- Fabricated or induced illness.
- Poor parenting.
- Homelessness
- So-called honour-based violence.
- Other issues that pose a risk to children.

“Safeguarding is not just about protecting children....from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children’s and learners’ health and safety and well-being including their emotional and mental health.
- The use of reasonable force.
- Meeting all the needs of children and learners with medical conditions.
- Meeting the needs of children with special educational needs and disabilities (SEND).
- Meeting all the needs of children and young people with vulnerabilities including those who are Looked After (LAC) and those in receipt of Pupil Premium funding.
- Providing first aid.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate arrangements for children visiting host families, attending work experience and school visits (procedures available in other school policies).
- Appropriate arrangements to ensure children’s and learners’ security, taking into account the local context.”

Inspecting safeguarding in early years, education and skills settings (Updated September 2019)

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Whistle blowing Policy, Safer Recruitment guidelines, Behaviour Policy, Intimate Care Policy, Complaints Policy and Anti-Bullying Policy.

Purpose of this policy

To inform staff (from the moment employment commences and revisited at their induction) parents, volunteers and governors about the school's responsibilities for safeguarding children under the age of eighteen.

To enable everyone to have a clear understanding of how these responsibilities should be carried out. At St Lawrence Primary School and Christopher Reeves Primary School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 to work together with other organisations and partners in order to achieve this
- Our Common Law duty to protect and keep children safe whilst in our care.

All staff have read at least Part 1 of 'Keeping Children Safe in Education', current guidance and we fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

All staff at St Lawrence Primary School and Christopher Reeves Primary School are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, (and Inclusion lead), sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

We will make all parents/cares aware of the role and responsibilities of the schools with regards to safeguarding and promoting welfare and of the existence of the schools' Child Protection and Safeguarding Policy by publishing this policy on the school website. www.st-lawrenceschool.co.uk and www.christopher-reeves-school.co.uk and by including it in information given to all new starters.

A copy of this policy will be made available to parents/carers upon request.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Bedfordshire and Northamptonshire Safeguarding Children Boards Inter-agency Child Protection and Safeguarding Children Procedures

The schools follow the procedures established by the Bedfordshire and Northamptonshire Local Safeguarding Children Boards (LSCB); a guide to procedure and practice for all agencies in Bedfordshire and Northamptonshire working with children and their families (depending on the county of residence)

Roles and Responsibilities

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the schools. The Governing Body and Designated Person for Child protection will have particular responsibility for safeguarding and child protection within the schools.

The Governing Body is responsible under Part 2 of Keeping Children Safe in Education (DfE 2021) for:

- Ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure individual schools have an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners. It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means.
- Ensure a staff behaviour policy (sometimes called the code of conduct) is in place which should, amongst other things, include: acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- have in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.
- Nominating a governor who will receive training and have responsibility for child protection.
- Ensuring child protection is the responsibility of a specified governor who is charged with reporting back to the full governing body any pertinent issues.
- Reviewing the policies and procedures annually.
- Remedying any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention, without delay.
- Ensuring that the Chair liaises with the LA/partner agencies in the event of allegations of abuse being made against the Executive Headteacher.
- Recognising the concerns around radicalisation the school governors will ensure that all staff are trained using the PREVENT strategy.
- The Governors and the Executive Headteacher (also DSL) will assess the level of risk within the school and put actions in place to reduce that risk.

The Governor with Responsibility for Safeguarding

The governing board must have regard to the DfE guidance 'Keeping Children Safe in Education', September 2021 to ensure that the policies, procedures and training in the schools are effective and comply with the law at all times.

The role of the Safeguarding lead governor will include ensuring:

- A DSL has been appointed and trained.
- Training for the DSL every two years and that the DSL is kept abreast of developments and changes in law.
- That sufficient time and resources are allocated to the DSL to carry out their role effectively.
- All staff /governors/volunteers have received safeguarding training including induction training for all staff and at regular intervals.
- The Single Central Record is accurate and up to date.
- Numbers and trends of safeguarding issues are monitored.
- Regular meetings with DSL.
- The Schools' child protection and safeguarding policies are updated in line with legislation and annually.
- Governing board is informed about safeguarding regularly and provided with an annual report.

- Support DSL and Executive Headteacher in preparing for Ofsted and other inspections.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Robust safer recruitment practice is in place.
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks.

(This list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, governorstraining@bedford.gov.uk and by reading 'Keeping Children Safe in Education, 2021').

We constantly strive to ensure safeguarding is at the forefront of all employees. We welcome all contributions from staff to review and update the policy, drawing on their knowledge and experience.

The Schools will:

1. Establish an environment in which children are, and feel, safe and can learn, develop and have a voice by:

- Ensuring that our buildings and site are secure and that visitors to the schools (including supply teachers) are properly checked and supervised. All visitors enter the buildings via Reception areas. They are required to sign in / sign out, and wear Visitor badges in school. Any person in sole supervision of children is checked via the DBS.
- We recognise that CME is a major safeguarding concern. To reduce the risk of children missing their education, we follow the local authority's systematic CME policy and procedures.
- Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff. This includes fire and emergency procedures, First Aid and managing medicines.
- Having an Intimate Care Policy which is understood by all relevant staff.
- Ensuring that the Positive Handling Policy is understood by all staff.
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken. Risk Assessments are checked and monitored by the Health and Safety Co-ordinator. Copies of Risk Assessments are available on request from the caretaker.
- Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of values, such as respect, tolerance and cooperation which are inherent in the behaviour management of our pupils.
- We recognise that children with SEND may face other barriers to learning and it is imperative all staff fully appreciate and understand this. Further guidance can be found in the SEND policy.
- Ensuring that all staff, governors and regular visitors and volunteers have been made aware of DCSF Guidance for Safer Working Practice for Adults who Work with Children and Young People (2009) document and work to the guidance contained therein. Bedford Borough guidance around safe working practices is shared with occasional visitors and volunteers according to the risk assessment process.
- Ensure that we hold at least two emergency contact details for all children on role.

- Following the LSCBs procedures (Managing Allegations and Concerns Regarding Staff, Carers and Volunteers Working with Children and Young People: 2011) for dealing with allegations and concerns about staff, including supply staff, (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Executive Headteacher should be notified. She will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Executive Headteacher, the matter will be referred to the Chair of Governors who will likewise notify the Authority's Allegations Manager.
 - Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children. Deficiencies or weaknesses will be brought to the notice of the Governing Body and steps taken to remedy these without delay. The Executive Headteacher has responsibility for this. Notices are displayed in each staff room informing staff of this responsibility.
 - Having a whistle-blowing and complaints procedure which is communicated to pupils, parents and staff. Copies of these policies are accessed via the school website.
 - Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to. PSHE Education is part of our planned curriculum, and children are encouraged to talk freely about any concerns or worries. Child Line and NSPCC posters are displayed at several points around the schools. Children have a voice through the School Council's regular meetings. Emotional Literacy sessions are run by Inclusion staff under the guidance of the inclusion lead and personalised according to the needs of each child taking part. Any adult with an on-going or immediate concern can contact the NSPCC on 0800 800 5000 or help@nspcc.org.uk
2. **Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the schools. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:**
- Following Department for Children, Schools and Families (DCSF) guidance as set out in Chapter 4 of Safeguarding Children and Safer Recruitment in Education Guidance (November 2006) to ensure that safe recruitment and selection practices are carried out. Enhanced Disclosure and Barring Scheme (DBS) checks are completed and references and identification verified. All staff and regular volunteers, visitors and contractors are vetted in accordance with these guidelines.
 - Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.
 - Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an Ofsted Inspection.
 - Ensuring that at least one member of the Board of Governors and the Executive Headteacher have received training on safer recruitment practices.
 - Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training and that Staff and governors have undertaken safeguarding checks including Disclosure and Barring Service (DBS) checks, and for staff, barred list checks together with two references with at least one being from the previous employer. In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Volunteers are appropriately supervised.

- Asking new governors for references.
- Ensuring that during the process of advertising and recruiting for staff vacancies, the schools' commitment to safeguarding and safer recruitment practices is made explicit.
- Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- Ensuring that Adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body are responsible for seeking assurance that the body concerned has 5 appropriate policies and procedures in place with regard to safeguarding children and child protection (In accordance with Paragraph 2.25 of Safeguarding Children and Safer Recruitment in Education (2006)).
- All allegations against a member of staff, including supply teachers, will be reported to the LADO and procedures followed with their guidance. It may involve an investigation either internally or externally. The DBS will be informed in the event of dismissal or staff resignation.

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- The PSHE Subject Leader ensures that curriculum coverage includes opportunities for children to develop the skills they need to recognise and stay safe from abuse. Subject Leader monitoring ensures the quality and effectiveness of provision.
- Ensuring that children know that there are adults in the school whom they can approach if they are worried. This is done through PSHE Education.
- Displaying/distributing appropriate safeguarding materials and information.
- Through the PSHE curriculum children in Upper KS2 will be educated about sexting, how to recognise it and to report it.

4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We do this (in adherence with the guidance set down in Safeguarding Children and Safer Recruitment in Education (2012) LSCB Inter-Agency Child Protection Procedures, What to do if You're Worried a Child is Being Abused (2015) and Working Together to Safeguard Children (2018)) by:

- Allocating a member of the school's leadership team to the role of 'Designated Safeguarding Lead. This role is currently carried out by the Executive Headteacher, Sarah Bush. Having at least one named member of staff to deputise in the absence the main designated person. This role is currently carried out by Mrs Cromey-Hawke and Mrs Jayne Nicklin at St Lawrence and Mrs Nic Clark at Christopher Reeves.
- Providing time and support for these roles.
- Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a minimum. (Responsibility of Governing Body).
- Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the Governing Body. This role is carried out by Fiona Rickard.
- Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to

refresher training as required, or in any case, every 2 years as a minimum. The Office Manager maintains a record of staff training and the Designated Safeguarding Lead will have responsibility to check updates are delivered and newly appointed staff are allocated places on training. This takes place as part of the school's formal Induction Process. The Designated Safeguarding Lead delivers whole school training every year.

- Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), and governor, is aware of this policy together with other relevant safeguarding policies or guidance and that they are also aware of their own role in safeguarding/ promoting welfare and of the identity and role of the designated person. At Induction a copy of this policy is given to all governors and staff, who sign to confirm it has been read. Volunteers are made aware of this Policy and sign a Volunteers Agreement. All visitors to the schools wear lanyards with safeguarding procedures on the reverse.
- Requiring all staff and volunteers, to report any safeguarding concerns, in writing, to the Designated Safeguarding Lead, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training, staff briefings and induction training.
- Enabling the Designated Safeguarding Lead to make decisions regarding the action to be taken following a concern being brought to her attention. Where appropriate this may follow consultation with Bedford borough or Northamptonshire IFD (Integrated Front Door) which can be reached by telephone:
- Bedford Borough 01234 718700 (out of hours 0300 300 8123) or email: [**multiagency@bedford.gov.uk**](mailto:multiagency@bedford.gov.uk)
- Northants 0300 126 1000 (out of hours 01604 626938) or email [**IFD@northamptonshire.gcsx.gov.uk**](mailto:IFD@northamptonshire.gcsx.gov.uk)
- Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Bedford Borough or Northants IFD in accordance with LSCBs Inter-Agency Child Protection Procedures. This will normally be done via the Designated Safeguarding Lead or their deputy; unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case.
- Sharing information (in line with the LSCBs' Information Sharing Protocol) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.
- Ensuring that where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol.
- Making the Designated Safeguarding Lead responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records will be kept online using CPOMs.
- Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the Designated Safeguarding Lead will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral or through multiagency collaboration via the 'Common Assessment Framework' (CAF) and Team around the Child (TAC) or Team around the Family (TAF) process as appropriate.

- Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This is communicated through training.
- Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting. Bedford Borough offer a counselling service for all employees, contact details are made available when appropriate.
- Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures. See Attendance Policy. Mrs Shelley Blackburn has primary responsibility for recording attendance and monitoring issues at St Lawrence and Mrs Trish Mustoe has responsibility at Christopher Reeves. Mrs Sarah Bush has responsibility for monitoring, liaising with Education Welfare Officer, EWO and communicating with parents.
- Ensuring that staff are aware of and work to LSCB procedures with regards to sexually active young people (Protocol & Guidance; Working with Sexually Active Young People, 2011). Staff are aware of possible indicators through training.

5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:

- Maintaining close communication between the Designated Safeguarding Lead and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- The Executive Headteacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- Completing activities as required in accordance with a child protection/care plan.
- Ensuring (through the Designated Safeguarding Lead) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Designated Safeguarding Lead will bring the absence to the immediate attention of the Access and Inclusion Service. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.
- Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCBs' Inter agency Safeguarding Policy on Private Fostering (2011).
- Making the Designated Safeguarding Lead responsible for arrangements to ensure that a copy of a pupil/student's child protection file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school/college when a pupil/student transfers. This file is transferred separately from the main pupil record and a written acknowledgement of receipt is obtained. The original file will be retained by this school.
- Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009)) by:

- E-Security: keeping the electronic data we hold about pupils and families secure by using SIMs, a secure system recommended by Bedford Borough.
- E-Safety: Promoting e-safety awareness amongst children and their parents/carers by annually sharing expectations and safety rules with parents to be signed and by regularly revisiting e-safety issues during PSHE and Computing lessons. Information events are offered to parents and staff ensure all members of the school community know their access rights and responsibilities in using ICT.
- Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the detail of how we will achieve e-security and promote e-safety
- Conducting, through the Governing Body, an annual review of the school's Acceptable Use Policy.
- Ensuring that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds).
- Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- Making staff and pupils/students aware that all school ICT activity and online communications may be monitored, including any personal and private communications made via the school network.
- Conducting an annual assessment of information risks, which will be reported to the Governing Body.
- Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance e-Safeguarding: Creating Working procedures in Schools (2009)). The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- Carrying out, through The Governing Body, an annual review of this Incident Log and accompanying action plans.

7. We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:

- Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Board and responsibility for the implementation of this policy with the Executive Headteacher.
- Ensuring that the Designated Governor for Safeguarding has regular meetings with the Designated Member of Staff, in order to monitor and assess the effectiveness of the schools' response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or, as a minimum, once every term.
- Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Boards and the Local Authorities.
- Reviewing this policy on an annual basis.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the governing board. It will be implemented through the schools' induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Lead and through staff performance measures.

RECOGNISING ABUSE AND TAKING ACTION

The role of the schools in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

You have a concern about a child / young person's wellbeing, based on:

- Something the child / young person / parent has told you
- Something you have noticed about the child's behaviour, health, or appearance
- Something another professional said or did

When to be Concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

In addition to these categories we also consider Radicalisation, Domestic Abuse, Forced Marriage, Sexual or Criminal Exploitation and Female Genital Mutilation as categories of abuse.

Since 2010, when the Government published the PREVENT Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details**.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'.

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

Dealing with a Disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Bedford / Northampton IFD team
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen; only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told (eg 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe')
- Make a written record
- Pass the information to the Designated Safeguarding Lead without delay

Making a Written Record

Make a written record as soon as possible after the event, on our online software CPOMs using the following link:

<https://stlawrence.cpoms.net>

<https://christopherreeves.cpoms.net>

Ensure you record the following information:

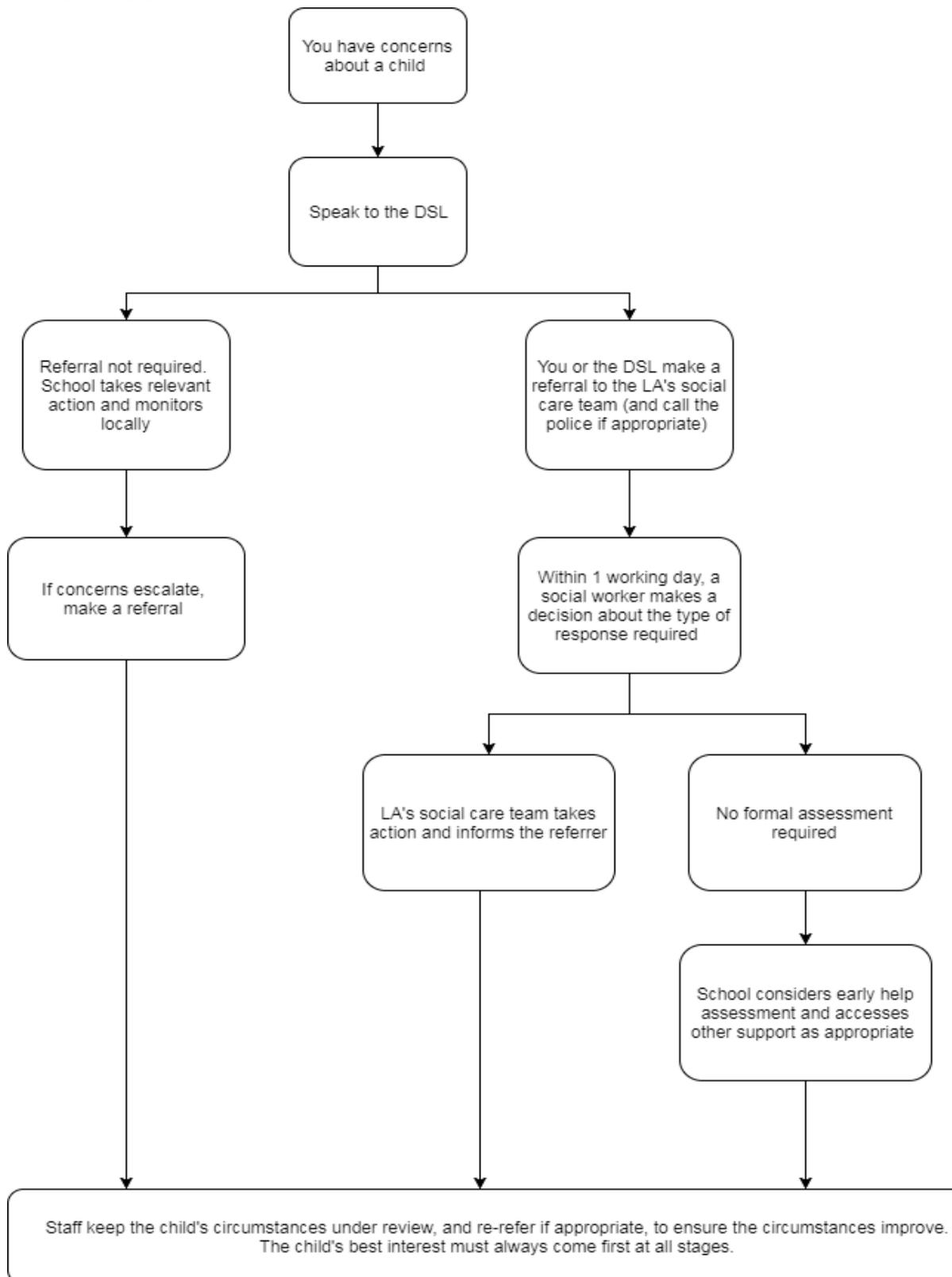
- Name of child
- Date and time
- Who else was present
- What was said / What happened / What did you notice
speech, behaviour, mood, drawings, games or appearance
- If the child or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern.

Making a Referral

The DSL may take advice from the Integrated Front Door (IFD) and /or make a referral to IFD.

The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency enquiry form on the Bedford Safeguarding Children Board website. The child may be the responsibility of another local authority depending on their home address or legal status, but the IFD is still the first point of contact.

The flow chart below illustrates the procedure to follow if you have any concerns about a child's welfare.



Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our safeguarding procedures.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

If you have a mental health concern

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps on making a referral above.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- The DSL will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide.

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by teaching them through the PSHE curriculum and always telling them that we are here to keep them safe
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sexting

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Executive Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through local neighbourhood police, dialling 101].

Recording incidents

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

CHILDREN AT POTENTIALLY GREATER RISK OF HARM

Whilst all children should be protected, it is important to recognise some groups of children are potentially at greater risk of harm. These could include, but are not restricted to:

- Children who need a Social Worker (Child in Need and Children Protection Plans)
- Children missing from Education
- Elective Home Education
- Children requiring mental health support
- Looked After Children and Previously Looked After Children
- Care Leavers
- Children with Special Educational Needs or physical health issues (SEND)

Where appropriate, extra pastoral support and attention for these children will be available, along with any appropriate support necessary for communication.

CURRICULUM COVERAGE

Pupils are taught about the issues surrounding sexting and inappropriate behaviours as part of our Relationships Education and computing programmes. Teaching covers the following in relation to sexting:

- The differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to request help if feeling unsafe
- How to recognise and report sexting occurrences

Pupils also learn the strategies and skills needed to manage:

- Inappropriate behaviours and how to seek help

INFORMATION SHARING

The DSL **shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL **informs parent that they have made a Child Protection referral**, if the parent does not already know, and if there is no reason not to let them know.

IFD may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a

manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- **The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

ONGOING RESPONSIBILITIES

The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences
- Attend core group meetings and take an active role in the implementation of the protection plan

Where there is a safeguarding concern the Governing Body and School Leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide, with careful attention to enabling children to express their views and give feedback freely. Ultimately any systems and processes should operate with the best interests of the child at their heart.

COMMUNICATION WITH PARENTS

The schools undertake to:

Have appropriate discussions with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Parents should also be aware that St Lawrence and Christopher Reeves Primary Schools are members of the RELAY scheme whereby information around any incident of Domestic Abuse or Violence is relayed immediately to the school via our school support team, so that we can ensure the well-being of any pupils who may be affected.

ALLEGATIONS INVOLVING SCHOOL STAFF, SUPPLY TEACHERS OR VOLUNTEERS & WHISTLEBLOWING

An allegation is any information which indicates that a member of staff (including a supply teacher or volunteer) may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff, supply teachers or volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff must be aware of safer working practice and be familiar with the guidance contained in the staff handbook, school code of conduct or Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'. Copies of this publication are kept in the staffroom, Safeguarding File. For further guidance on Whistleblowing, please refer to the Confidential Reporting Policy.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Executive Headteacher.

If the concerns are about the Executive Headteacher, then the Chair of Governors should be contacted. The Chair of Governors is Mrs Pauline Cameron. Contact details for the Chair of Governors can be accessed via the schools' offices.

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair is Mr Mark Short.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Executive Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Bedford Borough or Northants,

- Bedford Borough LADO ring 01234 276693 or email LADO@bedford.gov.uk
- Northants LADO ring 01604 367862 or 01604 362633 or email IFD@northamptonshire.gcsx.gov.uk

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the schools' internal procedures.

The Executive Headteacher should, as soon as possible, **following briefing** from the LADO inform the subject of the allegation.

Additional considerations for supply staff

If there are concerns or an allegation is made against someone not directly employed by the schools, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the schools will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

LOW LEVEL CONCENS

As part of our federation approach to safeguarding, we will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of our schools (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section one of KCSIE 2021)) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. When implemented correctly, this will encourage an open and transparent culture; enable the schools to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that all adults working in St Lawrence Primary school and Christopher Reeves Primary School are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of our schools.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at paragraph 338 of Keeping Children Safe in Education (September 2021).

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold (see Part Four - Section one of KCSIE 2021), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in St Lawrence Primary School and Christopher Reeves Primary School from potential false allegations or misunderstandings.

Low-level concerns about a member of staff should be reported to the Designated Safeguarding Lead (or deputy). Where a low-level concern is raised about the Designated Safeguarding Lead, it should be shared with the Executive Headteacher. Where a low-level concern is raised about the Executive Headteacher, it should be shared with the Chair of Governors.

All low-level concerns will be recorded on CPOMs by the Designated Safeguarding Lead (or deputy). The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.

COMPLAINTS PROCEDURE

Complaints regarding the operation of this policy may be made under the schools' Complaints Policy, a copy of which may be found on the school websites

www.st-lawrenceschool.co.uk

www.christopher-reeves-school.co.uk

However, due to the sensitive and confidential nature of Child Protection it is recognised that the Complaints Procedure may not be appropriate in which case the Local Authority (Bedford Borough Council) has the lead role.

Contact Ben Pearson, Assistant Director-Chief Education Officer, 01234 267422 at Borough Hall, Cauldwell Street, Bedford.

Signed:
Chair of Governors

Date:
Date of next review: September 2022

APPENDIX 1

Definitions of abuse including peer on peer abuse and Harmful Sexual Behaviour (HSB):

Abuse:

A form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

(Definition provided by Working Together)

Peer on Peer Abuse:

Could include:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence such as rape, assault by penetration and sexual assault
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals; and
- Upskirting (typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.)
- Exploitation of others by peers: criminal, financial, sexual.

Harmful Sexual Behaviour (HSB):

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Technology assisted HSB

Technology assisted HSB (TA-HSB) is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones. This might include:

- viewing pornography (including extreme pornography or viewing indecent images of children)
- sexting

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.
(Definition provided by Working Together)

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:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

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.

(Definition provided by Working Together)

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 including cases of CSE (Child Sexual Exploitation).

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging

children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

(Definition provided by Working Together)

Radicalisation:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or foster hatred which might lead to intercommunity violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Online Safety

The Governing Board ensures the schools have a holistic approach to online safety, including a clear policy on the use of mobile technology. The schools ensures appropriate filtering and monitoring systems are in place.

The Federation uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Female Genital Mutilation (FGM)

Also called female circumcision, cutting or sunna, is when a girl's external genitals (private parts) are cut away. Sometimes their vagina is sewn up too. FGM is illegal in the UK – it's also illegal to arrange for someone to be taken out of the country to be cut.

There are no medical reasons to carry out FGM.

Religious, social or cultural reasons are sometimes given however FGM is dangerous and a criminal offence. All staff have a statutory duty to report any FGM immediately.

A girl or woman who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college

- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

(There is a Pan-Beds response and pathway to FGM on the LSBC website).

Serious Violent Crime

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school;
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in well-being
- signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs” (DfE, 2019a)

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This can still be exploitation even if the activity appears consensual.

There may be criminal exploitation of children which is centred within illegal/offending behaviour more locally. The aspect of coercion force and safeguarding issues are consistent.

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- It can be perpetrated by individuals or groups, males or females, and young people or adults.
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
- Children being coerced to carry drugs/involvement in County Lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved/at risk. These have been determined as examples under Modern Days Slavery/trafficking legislation.

Home Office guidance, Criminal exploitation of children and vulnerable adults: county lines <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.