CHILD PROTECTION POLICY

Updated by	Claire Linfield
Updated when	September 2023
Ratified by	FGB
Ratified when	December 2023
Signed by	Gary Murton
Next Review Date	December 2024
Statutory Policy	Yes
On school website	Yes

CONTENTS

1. Contacts

School contacts

Position	Contact Details
Headteacher	Nick Stevens 01494 482112 07786 564455
Designated Safeguarding Lead (DSL)	Claire Linfield 01494 482112
Deputy Designated Safeguarding Lead(s)	Nick Stevens Helen McCammond Kat Warner Carole Harris
Nominated Safeguarding Governor	James Baker
Chair of Governors	Gary Murton 07967 388274

Contacts in County

Contact	Details
Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981 Secure-esasduty@buckinghamshire.gov.uk
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677 Secure-cyp.firstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis.	01296 382070 Secure-lado@buckinghamshire.gov.uk
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education.	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines.	

[Schools Web](#) School bulletin, Safeguarding links, A-Z guide to information and services.	
Buckinghamshire Council Equalities & School Improvement Manager	01296 382461 Yvette.thomas@buckinghamshire.gov.uk
Buckinghamshire Council Prevent Co-ordinator	01296 674784 Alisonwatts1@buckinghamshire.gov.uk
Thames Valley Police	101 (999 in case of emergency)

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour (including restraint)
- Children Looked After
- Complaints
- Equalities
- First Aid
- GDPR
- Intimate Care
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Mobile Phone
- E-Safety (including use of social media)
- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping
- School Visits

Definitions

Safeguarding and promoting the welfare of children means:

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

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

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

Children includes everyone under the age of 18.

2. Introduction

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

- Children Act 1989 (amended 2004)

- "Working Together to Safeguard Children 2018" - July 2018 Working Together To Safeguard Children July 2018

- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Keeping Children Safe in Education 2023

- Information Sharing Guidance for Safeguarding Practitioners Information Sharing Guidance – DfE July 2018

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 Children missing education - GOV.UK

- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 Prevent Duty Guidance

- The Equality Act - 2010 Equality Act 2010: guidance - GOV.UK

- What to do if you're worried a child is being abused - March 2015 What to do if you are worried a child is being abused

- Statutory guidance on FGM Multi-agency Statutory Guidance on Female Genital Mutilation

2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education, Sept 2023.**

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

2.4. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

2.5. The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks. All school staff recognise that **it could happen here** and the importance of maintaining professional curiosity.

2.6. The aims of this policy are:

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

2.6.2. To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children

- identify the need for early support

- promptly report concerns in line with guidance from the Buckinghamshire Continuum of Need

- are trained to recognise signs and indicators of potential abuse.

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

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

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

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

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

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

2.6.9. This policy is published on our website under the 'Information' tab and hard copies are available from the school office.

3. Responsibilities

3.1. All staff, supply staff, volunteers, visitors, governors and contractors understand safeguarding children is **everyone's responsibility.** Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Claire Linfield, Nick Stevens or Helen McCammond. In the absence of the above, concerns will be brought to Kat Warner or Carole Harris and in the unlikely event of none being present, the attention of the most senior member of staff on site.

3.2. Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need The Continuum of Need - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk) and any updates and how it can be used to inform decision making regarding a referral to First Response.

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

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

- Young carers

- Children with SEND

- Children living with domestic abuse

- Children whose parents suffer with poor mental health, including substance abuse

- Criminal exploitation, including sexual exploitation, County Lines, radicalisation and gang involvement

- Looked after children and previously looked after children

- Children who have a social worker

- Privately fostered children

- Asylum seekers

- So-called honour-based violence, including FGM and forced marriage

- Children absent from education or children missing education

- Children who are part or perceived to be part of the LGBTQ+ group

- Children who are at risk of discrimination due to faith and belief, race or ethnicity.

3.5. The Governing Body understands and fulfils its safeguarding responsibilities. It must:

3.5.1. Ensure that Nick Stevens and Claire Linfield create and maintain a strong, positive culture of safeguarding within the school.

3.5.2. Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This will be reviewed at least annually and whenever new guidance is issued.

3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection policy.

3.5.4. Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the headteacher, Nick Stevens, still maintains overall responsibility for safeguarding and child protection within the school.

3.5.5. Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

3.5.6. Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Designated Safeguarding team where there are any identified gaps in practice or procedures are not followed.

3.5.7. Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.

3.5.8. Ensure that school is following the statutory RSE guidance:

3.5.9.   Ensure safe and effective recruitment policies and disciplinary procedures are in place.

3.5.10. Ensure resources are allocated, as a priority, to meet the needs of pupils requiring Child Protection or early intervention.

3.5.11. Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

3.6.   It is the duty of the Chair of Governors, Gary Murton, to liaise with relevant agencies if any allegations are made against the headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

3.7.   The Governing Body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part 4 of KCSIE 2023 must be followed if there are such concerns.

3.8.   The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.9.   The Governing Body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

3.9.1.   Work with the DSL to produce the Child Protection policy annually.

3.9.2.   Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.

3.9.3.   Ensure child protection is regularly discussed at Governing Body meetings.

3.9.4.   Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files.

3.9.5.   Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance.

Inspecting safeguarding in early years, education and skills settings
Education inspection framework (EIF) - GOV.UK (www.gov.uk)

3.10. All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.

3.11. The Governing Body must ensure that relevant staff have due regard to the relevant data protection principles as set out in the Data Protection Act 2018 and the GDPR which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.12. We have a Designated Safeguarding Lead (DSL), Claire Linfield, who is responsible for:

3.12.1. Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

3.12.2. Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

3.12.3. Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response and Early Help (FSS).

3.12.4. Establishing a safe and secure system for recording storing safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

3.12.5. Ensuring all child protection files are held separately from pupil educational records.

3.12.6. Maintaining the record of staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

3.12.7. Being the designated point of contact for staff to be able to discuss and share their concerns.

3.12.8. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.

3.12.9. During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.12.10. Contributing effectively to multi-agency working, for the safeguarding and promotion of the welfare of children as set out in Working Together.

3.12.11. Providing an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

3.12.12. Meeting regularly at least once a term with Safeguarding Governor, to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record should be kept of these meetings with up-to-date information of any issues.

3.12.13. Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

3.12.14. Receiving notification of inappropriate online activity or searches and responding accordingly.

3.12.15. Referring immediately to the police, using the guidance 'When to Call the Police 2491596 C&YP schools guides.indd (npcc.police.uk)', for any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

4.1   Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, **"Working Together to Safeguard Children 2018"** [Working Together to Safeguard Children 2018](#), **"Keeping Children Safe in Education 2023"**, Keeping children safe in education 2023, [Keeping Children Safe in Education 2023 (publishing.service.gov.uk)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)](#).

At STOKENCHURCH Primary School getting to know children and their families well and establishing positive working relationships with them is a priority. It helps us to develop a caring and supportive ethos and helps to ensure that safeguarding takes precedence when there are any child protection concerns. We liaise proactively and sensitively as with all pupils.

Our make up:	Pupil Premium	13%
	FSM	13%
	EAL	6%
	Travelling community	9 children
	In Care	4 children
	Service	0 family

We will ensure:

4.2   Visitors must be:

- Clearly identified with visitor/contractor passes.

- Met and directed by school staff/representatives.

- Signed in and out of the school by our school staff.

- Given a safeguarding leaflet to read and directed how to report a concern.

- Given restricted access to only specific areas of the school, as appropriate.

- Escorted by a member of staff/representative as required.

- Given access to pupils restricted to the purpose of their visit.

4.3   All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year. All new staff will receive safeguarding and child protection training on induction including online safety.

4.4   All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

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

- Staff must ensure the child is in a safe place and in receipt of support;

- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;

- Staff must make a written report on CPOMS (online monitoring system);

- Staff must ensure the time and date of the incident is recorded;

- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;

- Use the CPOMS body map to record any injuries seen or reported by the child:

- The DSL must record what action was taken alongside any outcomes achieved;

- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

4.5 Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Parents/carers are expected to contact the school on the first day of absence – if we do not hear from a family, a welfare call will be made by the end of the day to check the whereabouts of the child.

4.6 All children attending our school are required to have a minimum of two identified emergency contacts.

4.7 Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.

4.8 Any absence of a pupil currently subject to a Child Protection or Child in Need plan is immediately referred to their social worker.

4.9 Parents/carers must inform school if there are any changes to a pupil's living arrangement. STOKENCHURCH Primary School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

4.10 All staff, parents/carers and children are made aware of the school's escalation process, as outlined on the school website, which can be activated in the event of concerns not being resolved after the first point of contact.

4.11 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

4.12 The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

4.13 Allegations against members of staff, supply staff, governors, including volunteers and contractors, are referred to the Local Authority Designated Officer (LADO).

4.14 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

4.15 Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time.

5. Record Keeping and Retention of Records

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

5.2 Records on CPOMS should include:

- a clear and comprehensive summary of the concern;

- a clear, detailed and robust chronology must be maintained;

- details of how the concern was followed up and resolved;

- a note of any action taken, decisions reached and the outcome.

5.3 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

5.4 The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

5.5 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies.

6. Confidentiality

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

6.2 The Designated Safeguarding Team must only disclose personal information about a pupil to other members of staff on a need to know basis.

6.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and all records/notes uploaded to CPOMS, separate from the pupil records.

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

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

recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with 'Working Together'.

Gov guidance link: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

7. Recognising Abuse

In the event of a child disclosing abuse staff must:

7.1 Refer to the following guidance:

"What to do if You're Worried a Child is Being Abused" Stat guidance template (publishing.service.gov.uk)

7.2 Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.

7.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

7.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff must not substitute anatomically correct names for body part names used by the child.

7.5 Reassure the child that they did the right thing in telling someone.

7.6 Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

7.7 In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

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

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

7.10 Following a report of concerns the DSL must:

7.10.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance 'When to Call the Police 2491596 C&YP schools guides.indd (npcc.police.uk)'. The rationale for this decision should be recorded by the DSL.

7.10.2 School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or would not impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the

parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

7.10.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF).

7.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.

7.10.5 If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. Multi-Agency Working

8.1 STOKENCHURCH Primary School know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.

8.2 When named as a relevant agency and involved in safeguarding arrangements, STOKENCHURCH Primary School will co-operate alongside other agencies with the published arrangements.

8.3 STOKENCHURCH Primary School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

8.4 STOKENCHURCH Primary School will allow access for and work with children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment.

8.5 If following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

9. Supporting Staff

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

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

10.1 At STOKENCHURCH Primary School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, volunteers and contractors.

10.2 KCSIE 2023 - Part 4 contains comprehensive guidance covering the two levels of allegations/concern:

1. Allegations that may meet the harm threshold

2. Allegations/concerns that do not meet the harm threshold- referred to for the purpose of this guidance as 'low level concerns'.

10.3   All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

10.4   We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the headteacher or the most senior teacher if the headteacher is not present. If the allegation is made against the headteacher, the Chair of Governors Gary Murton must be informed.

10.5   Allegations that may meet the harm threshold. At STOKENCHURCH Primary School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor has:

- behaved in a way that has harmed a child, or may have harmed a child

- possibly committed a criminal offence against or related to a child

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

- behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

10.6   Concerns and/or allegations that do not meet the harms threshold – known as 'low level concerns'. The term 'low-level' concern does not mean that it is insignificant. It means that the behaviour towards a child does not meet the harm threshold.

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 or college 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. However, as a good practice, we will contact the LADO for consultation to ensure that we follow the appropriate and correct procedures even when the concern seems to be 'low-level'.

All 'low-level' concerns will be brought immediately to the attention of one of the Designated Safeguarding Leads and nothing should be said to the colleague involved. In cases where Nick Stevens (the headteacher) is the subject of the concern, they will be reported to the Chair of Governors Gary Murton. The full procedures about dealing with allegations of abuse made against/concerns raised in relation to teachers and other staff can be found in Part Four of the DfE guidance "Keeping children safe in education".

10.7   Nick Stevens/Claire Linfield/Gary Murton (where an allegation is in reference to the Nick Stevens) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

10.8   Nick Stevens/Claire Linfield must:

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

10.7.2. Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

10.7.3. Ensure feedback is provided to the LADO about the outcome of any internal investigations.

10.9 The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, volunteers and contractors, a copy of which can be found in the main and the Deputy Heads' office.

10.10 If the allegation is made against a member of staff supplied by an external agency, the agency will be fully kept fully informed and involved in any enquiries from the LADO.

10.11 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

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

10.13 Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or police investigations in relation to abuse or neglect, they must immediately inform Claire Linfield or Nick Stevens. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11. Whistleblowing

11.1 We have a **Whistleblowing Policy** which can be found within the policy folder located in the Dickinson Room or via the secure staff section of our website. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to Claire Linfield, Nick Stevens or Gary Murton.

12. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Behaviour Policy**. It complies with the DfE guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies, July 2013'. This policy states that staff may only use 'reasonable force,' meaning no more 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.

13. Anti-Bullying

Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. At our school, we have an agreed definition of bullying which is *"Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable."* Students, staff, parents and carers are supported to understand this definition.

14. Discriminatory Incidents

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

15. Health and Safety

15.1   We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

15.2   Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. The school runs a 'kiss and drop' system for children (Y1-Y6) from 8.30-8.50am daily. This is staffed by members of the Leadership Team and site manager Adrian Rose, enabling children to be dropped off at school and seen safely to the playground where further staff numbers are on duty. EYFS pupils must be taken and collected from the EYFS playground and all other pupils must be collected from the designated gate. Parents/carers are expected to inform us via phone, written message or verbal contact if there is to be a change in the arrangement of collection for their child. There is an informal one-way system in place along Pigeon Farm/George Road at drop off and pick up times.

15.3   Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. There is a signing in and out procedure for those pupils who are late in or collected early.

15.4   Robust arrangements are in place for the safe handover of pupils from extended provision at the start and end of the school day. Little Flyers staff provide a daily register and sign pupils into the provision and parents/carers must sign them out. Staff must be informed if someone different is collecting before children are handed over.

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

16.   Prevent Duty

16.1   We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

16.2   All school staff and governors have completed Prevent training and we have training logs to evidence this.

16.3   We have in place and monitor appropriate web filtering systems.

16.4   The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)](www.gov.uk)

17. Online Safety

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

- Creating a safer online learning environment,

- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,

- Inspiring safe and responsible use of mobile technologies, to combat behaviours online which may make pupils vulnerable, including the sending of nude or semi-nude images,

- Use of camera equipment, including smart phones,

- What steps to take if there are concerns and where to go for help,

- Staff use of social media as set out in the Staff Code of Conduct.

17.2 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

17.3 School staff are aware of the risks posed to children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

17.4 Pupils, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by pupils

- their CONDUCT on-line

- and who they have CONTACT with in the digital world

- COMMERCE – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

17.5 STOKENCHURCH Primary School have online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful and inappropriate online material. These systems are regularly monitored. All staff are vigilant in monitoring what is on children's screens and report any problems, following policies and procedures. They are aware that harmful content may be legal or illegal, and could include:

- Pornography

- Promotion of self-harm and / or suicide

- Misogyny

- Racism

- Fake news

- Extremist views

17.6 STOKENCHURCH Primary School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

17.7 We have a separate **Mobile Device 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.

17.8 Visitors to our school are respectfully requested to turn all mobile devices off.

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

17.10 All staff receive awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.

18. Sending nude or semi-nude images

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

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

[Sharing nudes and semi-nudes](#)

Sharing nudes and semi-nudes:

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

18.2 Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk)](#) produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

19. Child on Child Abuse

19.1 STOKENCHURCH Primary School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse.

19.2 All staff operate a zero-tolerance policy to child on child abuse and will not pass off incidents as 'banter' or 'just growing up'.

19.3 All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)

- Racial abuse

- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm

- Sexual violence and sexual harassment

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful Sexual Behaviour HSB)

- Abuse related to sexual orientation or identity

- Sending nude or semi-nude images (consensual and non-consensual)

- Upskirting and initiation/hazing type violence and rituals

- Emotional abuse

- Abuse within intimate partner relationships

19.4 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child on child abuse must be reported to the DSL who will refer to the appropriate agencies as required.

19.5 The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA

- Whether the perpetrator has previously tried to harm or intimidate pupils

- Any concerns about the intentions of the alleged perpetrator

- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted

- Risk assessments and safety planning will be created in conjunction with external professionals.

19.6 In order to minimise the risk of child on child abuse taking place, as a school we must:

- Deliver RE/Relationships Education/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like

- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them

- Have systems in place for any pupil to be able to voice concerns

- Develop robust risk assessments if appropriate

- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

19.7 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to Designated Safeguarding team.

19.8 Reference will be made to the following government guidance and Part 5 of the **Keeping Children Safe in Education, Sept 2023** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and OFSTED guidance.

20. Sexual Violence and Sexual Harassment

20.1	Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part 5 of the KCSIE 2023, all staff maintain an attitude of 'it could happen here' and zero tolerance.

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

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

21. Cultural Issues

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

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

22. So Called 'Honour' Based Violence

22.1	Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

22.2	Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We acknowledge changes in the law from February 2023 to cover any conduct whose purpose is to cause a child to marry before their 18th Birthday, even if violence, coercion or threats are not used. This applies to non-binding, unofficial 'marriages', as well as legal marriages. We also recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. STOKENCHURCH Primary School staff can contact the Forced Marriage Unit if they need advice or information. Contact 0207 008 0151 fmu@fco.gov.uk

22.3	We are aware of the signs of FGM [Female genital mutilation (FGM) | NSPCC](#)

22.4	We recognise both male and female pupils may be subject to honour-based abuse.

22.5	We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

22.6	Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

23. Contextual Safeguarding and Extra-Familial Harms

23.1.   Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system often during the adolescent years.

23.2.   At STOKENCHURCH Primary School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

23.3.   All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

23.4.   Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

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

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

24.Serious Violence

24.1   All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

24.2   At STOKENCHURCH Primary School we are aware of the risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

25. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KSCIE 2023 p.146 can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures. STOKENCHURCH Primary School recognise that some groups of children are potentially at greater risk of harm.

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

26.1   Staff recognise that children may have a social worker due to safeguarding or welfare needs, which can cause them to have barriers with attendance, behaviour, learning and maintaining their mental health.

26.2   STOKENCHURCH Primary School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

26.3   Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

26.4   The Virtual School lead the support for this cohort of children and STOKENCHURCH Primary School will work in partnership with them and the Local Authority to improve outcomes for these children.

27. Mental Health

27.1.   At STOKENCHURCH Primary School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

27.2.   Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

27.3.   Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

27.4.   Where there are concerns for a child's mental health STOKENCHURCH Primary School will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. Mental health and behaviour in schools (publishing.service.gov.uk)

28. Looked After Children

28.1.   STOKENCHURCH Primary School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children. In our school, this person is Cat Howland.

28.2.   The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

28.3.   The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

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 meets the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

Neglect
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a

result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
   a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
   b) protect a child from physical and emotional harm or danger
   c) ensure adequate supervision (including the use of inadequate caregivers)
   d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they can not be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a pupil of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with Buckinghamshire Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator and/or through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the indicators of CCE are: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; children who suffer from changes in emotional well-being; children who misuse drugs and alcohol; children who go missing for periods of time or regularly come home late; and children who regularly miss school or education or do not take part in education. Any possible CCE case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

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

Taken from – **"Keeping Children Safe in Education 2023".**

Home Office – Serious Violence Strategy, April 2018 (publishing.service.gov.uk)

Serious Violence
All staff will be made aware of indicators, which may signal that children are at risk from, or are involved with, serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. We are also aware that fear and a need for self-protection is a key motivation for children to carry a weapon – it affords a child a feeling of power. Neighbourhoods with high levels of deprivation and social exclusion generally have the highest rates of gun and knife crime. Children are more likely to carry knives and other weapons than guns. All staff will be aware of the associated risks and will share any concerns about or knowledge of such children immediately with the DSL. Further advice on these is available in the Home Office documents Preventing youth violence and gang involvement and Criminal exploitation of children and vulnerable adults: county lines.

County Lines
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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person (male or female) under the age of 18 years; can still be exploitation even if the activity appears consensual; can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child on Child Abuse
Children are capable of abusing other children. This can happen both inside and outside of school and online and take different forms, such as bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children; physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, which may include an online element that facilitates, threatens and/or encourages physical abuse; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals), emotional abuse (blackmail or extortion, threats and intimidation), sexual violence, such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, consensual and non-consensual sharing of nudes and semi-nudes images

and/or videos (also known as sexting or youth produced sexual imagery), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight, photographing or videoing other children performing indecent acts) and upskirting, which 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. Upskirting is now a criminal offence. Although it is more likely that girls will be victims and boys will be perpetrators, all child on child on child abuse is unacceptable and will be taken seriously. We do not tolerate these or pass them off as "banter", "just having a laugh" or "part of growing up". The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and child on child abuse within a Child Protection context. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school's behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils. It is important that all our staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Any possible child on child abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. We also note the DfE's advice and guidance on Preventing and Tackling Bullying.

Female Genital Mutilation (FGM)
FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. The practice is not required by any religion. FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.

FGM is prevalent in 30 countries and is a deeply rooted practice, widely carried out mainly among specific ethnic populations in Africa and parts of the Middle East and Asia. While FGM is concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East like Iraq and Yemen, it has also been documented in communities in Colombia, Iran, Israel, Oman, The United Arab Emirates, The Occupied Palestinian Territories, India, Indonesia, Malaysia, Pakistan and Saudi Arabia. It has also been identified in parts of Europe, North America and Australia.

FGM is illegal in the UK. It is estimated that approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM and approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

We note a new duty that was introduced on 31 October 2015 that requires teachers, which includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions to report 'known' cases of FGM in girls aged under 18 to the police. The duty applies

to any teacher who is employed or engaged to carry out 'teaching work', whether or not they have qualified teacher status, in maintained schools, academies, free schools, independent schools, non-maintained special schools, sixth form colleges, 16-19 academies, relevant youth accommodation or children's homes in England. The duty does not apply in relation to suspected cases – it is limited to 'known' cases' (i.e. those which are visually identified or disclosed to a professional by the victim). It will be rare for teachers to see visual evidence, and they should not be examining pupils or students. The duty does not apply in cases where the woman is over 18 at the time of the disclosure/discovery of FGM (even if she was under 18 when the FGM was carried out).

Teachers in our school will personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they will still discuss any such case with the designated safeguarding lead (or deputy) with a view to involving children's social care as appropriate.

Preventing Radicalisation
The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol. Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

● Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
● Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
● Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity The process, which operates across England and Wales, forms a key part of the

Government's Prevent strategy which aims to stop people becoming terrorists or supporting any form of terrorism. Channel seeks to:

• Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist related activity;

• Ensure that individuals and communities have the ability to resist all forms of terrorism and violent extremist activity likely to lead to terrorism.

For more information go to:
https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/exploitation/851-2/

Children absent from education / children missing education

The meanings of these terms are as follows:

• Children absent from the education are on the school roll, but are not regularly attending
• Children missing from education aren't on any school roll or being educated elsewhere.

Both are vital warnings of safeguarding risks to a child.