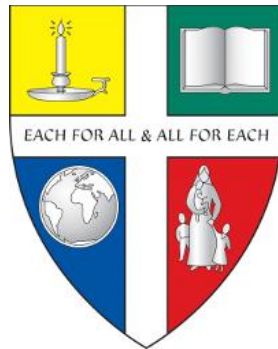


Child Protection Policy

Chesham Preparatory School

This policy applies to the Early Years Foundation Stage as well as to the whole school.



Policy reviewed: January 2019

Next review: September 2019

Persons responsible: The Headmaster and the Designated Safeguarding Lead

Governor responsible: Mrs Kate Almond

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1. Contacts

1.1 School contacts

- Headmaster: Mr Jonathan Beale
- Designated Safeguarding Lead (DSL):
Mrs Alison Bush, Deputy Head
(01494 782619 / 07598 816069)
- Additional/Deputy Designated Safeguarding Leads:
 - Mr Jonathan Beale, Headmaster
 - Mr James Bateson, Head of Senior School
 - Mrs Victoria Thornborrow, Head of Junior School
 - Mrs Hilary Rudol, Head of Early Years Foundation Stage
(01494 782619)
- Nominated Governor: Mrs Kate Almond
- Chair of Governors: Mr Nick Baker (governors@cheshamprep.co.uk)

1.2 Contacts in Buckinghamshire

- Education Safeguarding Advisory Service: 01296 382912
- Education Safeguarding Advisor: 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- R-U-Safe? (Barnardo's - Child Sexual Exploitation Service) 01494 461112
- First Response Team: 01296 383962
- (including Early Help, Channel referrals):
- Children's Services, out of hours: 0800 999 7677
- Email: cypfirstresponse@bucksc.gov.uk
or secure: cypfirstresponse@bucksc.gcsx.gov.uk
- Thames Valley Police: 101
(999 in case of emergency)
- Buckinghamshire Safeguarding Children Board (BCSB)
- for procedures, policies and practice guidelines
- Bucks Family Information Service: 0845 688 4944
- Schools Web
School bulletin, Safeguarding links, A-Z guide to information and services

1.3. Local contact details out of Buckinghamshire, determined by home address of pupil

Hertfordshire

Children's Services (including out of hours): 0300 123 4043

Bedfordshire

Central Bedfordshire Council Access and Referral Hub:
Out of hours emergency number:

0300 300 8585 (office hours)
0300 300 8123

1.4 Other contacts

If you are concerned about the safety of a child you know and need to talk to someone then contact your local Social Services, the Police or the NSPCC.

- NSPCC 0808 800 5000
- Childline 0800 1111
- Kidscape Parents Anti-bullying Helpline 0845 1205 204
- Female Genital Mutilation (NSPCC) 0800 028 3550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- CEOP
(Child Exploitation and Online Protection) <https://ceop.police.uk/safety-centre/>
- Foreign and Commonwealth Office
(Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111

The following organisations may also be of use:

Parentline

A 24-hour confidential helpline for parents and guardians wanting help and support in caring for children:

1890 927277 or
01873 3500

Family Rights Group

Helpline providing advice for families involved with local authority children's services or needing help from these services:

0808 801 0366

2. Introduction

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

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

Working Together to Safeguard Children, July 2018 (HM Govt)

Keeping children safe in education - Statutory guidance for schools and colleges, (KCSIE), September 2018 (DfE)

Buckinghamshire Safeguarding Children Board Information-Sharing Code of Practice, August 2017

Multi-agency statutory guidance on female genital mutilation, April 2016 (HM Govt)

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

The Education (Independent School Standards) Regulations 2014

Children missing education, statutory guidance for local authorities, September 2016 (DfE)

Statutory framework for the early years foundation stage, April 2017 (DfE)

Sexual violence and sexual harassment between children in schools and colleges, May 2018 (DfE)

The Equality Act 2010

The United Nations Convention on the Rights of the Child (UNCRC)

The Prevent Duty August 2015

- 2.2 We believe clear governance and leadership is central to imbedding a safeguarding culture. The governing body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children and to ensure staff work together with other agencies to make certain adequate arrangements are in place to identify, assess and support those children who are suffering harm or whose welfare may be in question. Governors ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of KCSIE, September 2018 and have an auditable system in place to evidence this. In addition all staff have read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behaviour, Discipline and Exclusion Policy for children and our attendance policy.
- 2.3 We recognise that all staff² and governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and that the child's welfare is our paramount concern.
- 2.4 We believe that our school provides a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.5 We recognise that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff remain vigilant and alert to these potential risks
- 2.6 We recognise that all staff and governors have a full and active part to play in protecting and promoting our pupils' wellbeing. Our pupils' welfare is our paramount concern. The best interests of the child are paramount to enable children to have the best outcomes.
- 2.7 The aims of this policy are:
- a. To support the development of an environment which fosters feelings of security, confidence and resilience in our pupils.
 - b. To underpin a culture of safeguarding within our school. Supporting staff and volunteers to understand the role they play in safeguarding and promoting the welfare of pupils and to feel confident in knowing what to do if they are concerned about abuse, including exposure to radicalisation or to terrorism.
 - c. To ensure we take a child-centred approach to safeguarding which supports the voice of the child being heard and enables staff to always act in the child's best interest. There is a need to identify support early to promote pupil wellbeing.
 - d. To support an environment where staff are professionally curious and feel confident to question behaviours and reflect on what meaning this may have for a child's care or welfare. Taking action to address issues in a timely manner.
 - e. To afford structure to our procedures for safeguarding which are known to and followed by all members of our school community. One which offers a systematic

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

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

means of monitoring children known or thought to be at risk of harm, or whose welfare may require support to enable the child to reach his/her full potential.

- f. To support all staff to understand the need for effective working relationships with partner agencies, guided by the BSCB Thresholds Document, to safeguard and promote the needs of children at our school.
- g. To ensure all staff are aware of the risks adults working with children may pose, supporting staff to be vigilant and know what to do if they are concerned about the behaviours of colleagues, visitors or other adults working with children.
- h. To provide structure in our whole school approach to safeguarding, which begins with safer recruitment, followed by staff induction, strengthened by our Code of Conduct and ensures those who potentially pose a risk to children are identified and prompt action is taken to protect pupils from harm. We apply the same standards to include other community users of our facilities.
- i. To provide an environment and foster a school community supportive of the aims of the school.

3. Responsibilities

3.1 All staff at our school understand that safeguarding children is **everyone's** responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred reports it immediately to the Designated Safeguarding Lead (DSL) or, in their absence, to one of the Deputy DSLs (see contacts sheet), using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. **Any** member of staff however can make contact with Social Care if they feel a child is at risk of harm.

- Staff will ensure the child is in a safe place and in receipt of support should this be needed.
- Staff will initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern arising.
- Staff will then follow this up, making a written report using the school record keeping process.
- All concern forms will be emailed directly to the DSL and flagged as urgent (currently changing to using CPomms app).
- Staff will ensure the **time and date** of the incident is recorded.
- A factual account of the incident including **who** was involved, **what** was said/seen/heard, **where** the incident took place, any preceding information which may have prompted the event.
- Staff will date the report giving details of their role within school.
- The DSL will record when the report was passed to them and what action was taken alongside any outcomes achieved.

3.2 All children are regularly told that they can speak about any worries with any member of the school's staff community.

3.3 The governing body understands and fulfils its safeguarding responsibilities. It will:

- 3.3.1 Ensure the school has a robust Child Protection Policy, which reflects the unique features of the community it serves and the needs of the pupils attending the school. This is reviewed at least annually.
- 3.3.2 Keep under review the induction arrangements for new staff and volunteers, enabling both to actively engage with safeguarding and promote the wellbeing of pupils, thereby creating a culture of safeguarding.
- 3.3.3 Ensure measures are in place to have oversight of how the school delivers on its responsibilities and how they are exercised and evidenced. Any identified gaps in practice or where procedures have not been followed will be brought to the attention of the Headmaster.
- 3.3.4 Ensure a DSL is appointed who has the required level of authority to act to safeguard pupils. This person will have **lead** responsibility. The Local Safeguarding Children Board (LSCB) requires all schools to have a Deputy DSL whom the lead may delegate tasks to whilst retaining lead responsibility.
- 3.3.5 Ensure the DSL and Deputy DSLs have the required level of training and have utilised local resources to remain updated on both local and national issues concerning safeguarding which may impact on our school community. The roles and responsibilities of the DSL and Deputy DSLs will be made explicit in the post-holders' job descriptions.
- 3.3.6 Appoint a Nominated Governor for safeguarding and child protection. The DSL and Nominated Governor will meet regularly (minimum of once a term) to monitor the school's delivery on its safeguarding responsibilities.
- 3.3.7 Recognise the importance of the role and support the DSL, ensuring the required training, necessary to be effective, is undertaken. Governors will keep under review both the capacity and competency of the DSL to fulfil their responsibilities.
- 3.3.8 Ensure arrangements are in place during school and term time for the DSL to be available for consultation and advice to staff and partner agencies.
- 3.3.9 Recognise the contribution the school can make to helping children and young people keep safe, ensuring the school curriculum affords students the opportunity to consider a range of safeguarding issues and how to keep themselves safe.
- 3.3.10 Ensure robust recruitment policies and disciplinary procedures are in place, which adhere to KCSIE, September 2018, legislation referred to therein and reflects the standards agreed by the Buckinghamshire Safeguarding Children Board (BSCB).
- 3.3.11 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
- 3.3.12 Ensure that there is an auditable system in place to evidence that **ALL** staff have read and understood their roles and responsibilities as laid out in Part 1 of KCSIE, September 2018 and staff have also read Annex A as a minimum standard.

- 3.3.13 Ensure that new members of staff have an understanding of the procedures and have completed all training to be able to understand and carry out their roles and responsibilities as members of staff at Chesham Prep. (See induction Policy for details.)
 - 3.3.14 Governors will ensure the school remains a safe place for pupils to learn, both on-site and online, ensuring filters and monitoring are in place to support pupils' e-safety.
 - 3.3.15 Provide a copy of the Annual Safeguarding Report compiled by the DSL and Nominated Governor to the Education Safeguarding Advisory Service (ESAS) as part of the BSCB monitoring arrangements.
- 3.4 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headmaster. If there are concerns that issues are not being progressed in an expedient manner, staff /student/parents should escalate concerns directly to the Local Authority Designated Officer (LADO), telephone 01296 382070)
- 3.5 The Nominated Governor will:
- 3.5.1 Work with the DSL to produce the Child Protection Policy.
 - 3.5.2 Undertake the training available for Nominated Governors.
 - 3.5.3 Ensure safeguarding is firmly on the agenda for both staff at team meetings and discussed termly with governors to support understanding and a whole school approach.
 - 3.5.4 Meet regularly, once a term, with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, identifying strengths and weaknesses. Develop plans to address any deficits in a timely manner.
- 3.6 The DSL is responsible for:
- 3.6.1 Referring a child if there are concerns about a child's care or welfare (abuse or neglect) to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Multi-agency Referral Form which will be securely emailed to the team within the same school day or, if this is impossible, within 24 hours.
 - 3.6.2 Seeking advice and referring cases to the First Response Team to enable consideration at the Channel Panel where there is a radicalisation concern.
 - 3.6.3 Promoting the welfare of children through partnership, working with Early Help providers using the BSCB Thresholds Document for guidance. Working collaboratively to ensure the right help is offered at the right time.
 - 3.6.4 Establishing and imbedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCB website.

- 3.6.5 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion. The DSL will have a system in place to review records, to support follow-up or to press for reconsideration if action taken does not achieve the required change needed for the child.
- 3.6.6 Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology. The DSL will share information on a “need to know” basis only.
- 3.6.7 Ensuring if a pupil, about whom there have been child protection concerns, leaves the school, records of concerns and school medical records are forwarded under confidential cover to the DSL at the pupil’s new school, as a matter of urgency. The original copy of significant documents will be retained and photocopies forwarded as above. Evidence of transfer of records will be maintained.
- 3.6.8 Creating a culture of safeguarding which is child-focused and one which listens to children. Supporting vigilance within the school, beginning with ensuring that all staff receive an appropriate level of induction and training to support them in their understanding. Establishing mechanisms to support staff in developing and strengthening their understanding of safeguarding, both locally and nationally. Underlining the fact that safeguarding is everyone’s responsibility.
- 3.6.9 Maintaining a record of **all** training received by staff and opportunities to explore their understanding, either during team meetings or inset days, to be retained and regularly reviewed and updated.
- 3.6.10 Ensuring that all school staff are familiar with the school’s Child Protection Policy and procedures and know how to recognise and refer any concerns. Evidence is in place to ensure any changes to policies and procedures are communicated to staff (and when appropriate pupils and their carers).
- 3.6.11 Having a robust system in place for monitoring absences and addressing this quickly with parents and pupils to affect change. In addition systems will also support early identification of patterns of non-school attendance and these are seen under the banner of safeguarding in recognition of the NSPCC’s comment on absenteeism being “the single biggest indicator that something is going wrong for the child”.
- 3.6.12 Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure a Deputy is available. (The DSL and the Deputies are all trained to the same level within our school.)
- 3.6.13 Making staff aware of contact arrangements during school and term time should safeguarding concerns arise or support be needed.
- 3.6.14 Ensuring school is able to contribute effectively to the child protection process, making certain either they or another appropriately informed member of staff attends the case conferences, providing a report which is shared with the parents in advance. Attending family support meetings, core groups, or other multi-agency planning meetings and contributing to the Framework for Assessments process.

- 3.6.15 Putting arrangements in place to facilitate school's involvement in these processes during the holiday period, including making contact with the Education Safeguarding Advisory Service for delegation of this task.
- 3.6.16 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.17 Working in partnership, the DSL and the Nominated Governor for safeguarding meet regularly to review the safeguarding arrangements of the school. The DSL and the Nominated Governor report each term to the Education and Pastoral Committee. This work will inform the annual report for the governing body, detailing how school has delivered on its safeguarding responsibilities over the academic year. The governing body will use this report to fulfil its responsibility to provide the local authority with information about their safeguarding policies and procedures. A copy of the annual report should then be sent to ESAS.
- 3.6.18 Meeting each term with the Nominated Governor, the DSL should share oversight of safeguarding provision within the school, monitoring performance and developing plans to rectify any gaps in delivery noted.
- 3.6.19 Managing their own learning needs, undertaking the required training as agreed by the LSCB, ensuring they have the required level of knowledge and skills for the role.
- 3.6.20 Ensuring that a referral is made in all cases where a staff member has been dismissed or has left the school due to the risk/harm to the Disclosure and Barring Service (DBS) as required.
- 3.6.21 Referring to the Police any cases where a criminal offence may have been committed.
- 3.6.22 Ensuring that the Headmaster is kept fully informed of any concerns.
- 3.6.23 Meeting weekly with the school counsellor/s to discuss any concerns raised by the children.
- 3.6.24 Meeting with the School Nurse to discuss any relevant medical issues which have arisen.
- 3.6.25 Meeting half termly with the Deputy DSLs, School Nurse and Head of Computing to ensure effective sharing of information.
- 3.6.26 In the absence of the DSL a Deputy DSL will take over the responsibility of recording and ensuring the safety of reports.
- 3.6.27 Is responsible for the Online Safety for all pupils.

4. Procedures

- 4.1 Our school procedures for safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board's child protection procedures, current legislation and statutory guidance. We will ensure that:
- 4.1.1 We have a designated member of the Senior Management Team (SMT) who has undertaken appropriate training for the role, as recommended by BSCB. Our DSL will update their training following the agreed Learning Pathway approved by the LSCB.
 - 4.1.2 We have four members of staff who will act as additional/Deputy DSLs, who will receive the same level of training for the role and who will work with the Lead. In the absence of an appropriately trained member of staff, responsibility for this role will automatically be devolved to the Headmaster.
 - 4.1.3 All adults (including supply teachers and volunteers) new to the school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, and their role and responsibilities under KCSIE, September 2018.
 - 4.1.4 All members of staff will receive safeguarding training, a minimum of every three years. This will be arranged or delivered by the DSL. In addition, staff will be provided with opportunities, in staff briefings, via email, team meetings and inset days at least annually, to strengthen and develop their understanding of the signs and indicators of vulnerability and abuse, how to respond to disclosure and the procedure to be followed in appropriately sharing a concern. Updates will include local and national safeguarding issues and how these may relate to our school community.
 - 4.1.5 The school has a robust and universally understood system in place for noting and monitoring welfare concerns and any issues relating to the safeguarding of pupils. Support is in place for staff to understand the need for accurate records of events to be kept and appropriately stored. Ensure these records are of a good standard, clearly differentiating between fact and opinion.
 - 4.1.6 A system for reviewing safeguarding records is in place enabling overview, supporting the DSL to press for reconsideration or escalate concerns in a timely manner where the required level of change has not been affected for the child.
 - 4.1.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, our safeguarding statement and reference to it in our prospectus/brochure and home school agreement.
 - 4.1.8 All staff, parents/carers and children are aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL, as information will only be shared on a need-to-know basis.
 - 4.1.9 Our lettings policy will seek to reflect 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. This includes the purpose of the letting for religious or political reasons.

- 4.1.10 Community users, organising activities for children, are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 4.1.11 The school operates safer recruitment practices including approved training of panel members as well as ascertaining the suitability of employed staff and volunteers in regulated activities. These will always be strictly adhered to. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.12 The school will maintain a Single Central Record of staff at the school and the checks that have been carried out.
- 4.1.13 Allegations against members of staff are referred to the LADO within twenty-four hours. There are procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence. As an independent school we are also aware that we are under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had they not resigned, and a prohibition order may be appropriate.
- 4.1.14 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of eight years. Staff must inform the Headmaster if events arise which may impact on their capacity to give this undertaking.
- 4.1.15 Our procedures will be annually reviewed and updated.
- 4.1.16 **Early Years Foundation Stage (EYFS):** The DSL for the EYFS is Mrs Alison Bush, the Deputy DSL with special responsibility for EYFS is Mrs Hilary Rudol who has received the required level of training. Procedures are in place in the EYFS that should a child soil themselves, two members of staff will deal with changing the child.
- 4.1.17 The name of the DSL is clearly shown in the school in appropriate locations, including the calendar card and the website.
- 4.1.18 Through our attendance policy, we have in place a robust system for monitoring attendance and act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising.
- 4.1.19 All children attending our school are required to have a minimum of two identified emergency contacts. This is to support prompt communication in the event of a serious incident or a child missing from school.
- 4.1.20 Parents who do not contact the school on the first day of absence are contacted by the school secretary and if no contact is made using the emergency numbers, the local police are contacted.

- 4.1.21 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.
- 4.1.22 Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority via the First Response Team if a child under the age of 16 years lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

4.2 Dealing with a disclosure

Staff:

- Listen to the child, allowing the child to tell what has happened in their own way and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED: Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the school's record keeping processes, recording times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically
- Reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL.
- In the unlikely event of the DSL and Deputy DSLs not being available, staff are aware they must ring the First Response Team for advice.
- **If there is immediate risk of harm to a child staff will NOT DELAY, and will ring 999.**
- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- In the case of a sexual image staff should not view the image or forward the image. The police will be informed and may wish to confiscate the device which has the image. The device should then be passed over in a sealed container.

4.3. Record keeping following a disclosure

When a child has made a disclosure, the member of staff should:

- Record the concerns using the relevant forms.
- Record the date, time, place and any noticeable non-verbal behaviour used by the child.
- Draw a diagram to indicate the position of any bruising or other injury if appropriate.
- Make clear what is assumption and what is fact.
- Do not keep any copies of the information.

5. Prevention

5.1 We recognise that school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We work hard in supporting pupils to feel safe, with adults available to offer support as/when necessary. We will always seek to be child-focused in our response and to facilitate an environment where children believe their voices will be heard. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of pupils, either by self-radicalisation or through exposure to extremist views/ideologies.

- 5.1.1 All staff receive training to support their understanding of radicalisation and how to identify those who may be vulnerable.
- 5.1.2 As a school, we ensure our curriculum reflects the central tenant of values we hold as important, as part of the ethos of our school community.
- 5.1.3 We ensure our systems are sufficiently robust to avoid students accessing materials which may be detrimental to their wellbeing, without over-blocking which may impair learning opportunities.
- 5.1.4 Students are supported to stay safe online, affording them the opportunities to transfer these safety elements to a range of materials they may be exposed to in the wider world.
- 5.1.5 We provide filters and monitor students' use of online materials as a safeguard.
- 5.1.6 We provide opportunities, through the curriculum, to support students in developing critical thinking skills as part of a range of safeguarding measures. Students will be provided with a range of mediums to support them to consider their own safeguarding, what might impact on them and how to access the support they might need.
- 5.1.7 When families leave the school and relocate abroad, their new address is recorded.
- 5.1.8 Our Prevent duties are threaded through a number of our policies including those for lettings, e-safety, recruitment and induction.
- 5.1.9 **Early Help**

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the DSL, who will consider the appropriate action to take in accordance with the BSCB Thresholds Document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's Social Care if the pupil's situation does not appear to be improving.

- 5.1.10 **Exposure to radicalisation and terrorism:** We are on the lookout for children and young people exposed to radicalisation. The school is determined to be alert to the need to safeguard its pupils from the risk of being drawn into terrorism - this includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

Potential warning signs of extremism/radicalisation are, but not limited to:

- Being in contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites, especially those with a social networking element.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Displaying significant changes to appearance and/or behaviour.

In order to assist in fulfilling our duty of care to safeguard children from potential radicalisation, a record will be kept of the onward address of any pupils who relocate abroad upon leaving the school. The details of such addresses will be noted in the school's admissions register so that they can be referred to in any cases where there is concern of potential radicalisation of children which would give rise to safeguarding concerns.

5.2 The school community will:

- 5.2.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- 5.2.2 Receive focused training to support learning and have an understanding about the changing landscape of safeguarding, which is underpinned by legislation and includes issues such as FGM and radicalisation. Support staff to be vigilant and able to recognise and act upon assessed vulnerabilities.
- 5.2.3 Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 5.2.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to

whom they should turn to for help. Ensure appropriate teaching for children about safeguarding takes place through the teaching of PSHE, school assemblies and the school's pastoral system. The risk of radicalisation online and exposure to terrorism will also be covered for the senior pupils in PSHE.

- 5.2.5 Ensure that staff work effectively with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support students at risk of harm, including emotional and intellectual harm via social media and use of the internet.
- 5.2.6 Recognise that some students, because of their life experiences or additional needs including SEN, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We work in partnership with colleagues in other agencies to promote the wellbeing of this cohort of students.
- 5.2.7 Understand that safeguarding and protection of students has to be viewed within the context of the student's lived experience and the factors around him/her that may impact this; friends, family, school and their community.

For further information see Appendix 3: Prevent leads for Buckinghamshire and How to report concerns to Prevent regarding radicalisation of an adult or child to First Response safeguarding.

6. Supporting children

- 6.1 We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.
- 6.2 We recognise that the young minds of our pupils can be vulnerable and exploited by others. Staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination.
- 6.3 We recognise that the school may provide the only stability in the lives of students who have been abused or who are at risk of harm and we therefore take our responsibility seriously.
- 6.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to **question behaviours** and be **professionally curious** about changes noted and all staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding, "listening to behaviours" acknowledging not all children will be able to verbalise what may be troubling them.
- 6.5 Staff recognise the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation.

- 6.6 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student.
- 6.7 Our school will support all pupils by:
- 6.7.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
 - 6.7.2 Promoting a caring, safe and positive environment within the school.
 - 6.7.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.
 - 6.7.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of students.
 - 6.7.5 Ensuring that if a student is thought to be vulnerable to or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.
 - 6.7.6 Ensuring that if a pupil has medical needs, we will liaise with the parent/carer, GP and/or School Nurse to ensure that an appropriate care plan is in place.
 - 6.7.7 Developing a good working knowledge of the BSCB Thresholds Document and how it can be used to safeguard and promote the wellbeing of students. Informing the notification to Social Care (First Response) as soon as there is a significant concern.
 - 6.7.8 Ensuring a named teacher is designated for Looked After Children (LAC) when required. An up-to-date list of children who are subject to a care order or are accommodated by the county council, under a voluntary arrangement, will be regularly reviewed and updated. We will work closely with the Virtual School Heads in these events to promote the educational attainment of students "looked after".
 - 6.7.9 Notifying Social Care (First Response) when a child attending the school is privately fostered, ie when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 consecutive days.
 - 6.7.10 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns and to act on them appropriately.
 - 6.7.11 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring safeguarding and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/within the first term. The original copy of significant documents will be retained at our school and photocopies forwarded as above.

7. When to be concerned

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury.
- Regularly has unexplained injuries, or injuries with apparently reasonable explanations.
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age/stage of development.
- Discloses an experience in which he or she may have been significantly harmed.
- Any other cause to believe that a child may be suffering harm.

For further information see Appendix 4 'Safeguarding and Child Protection'.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. All unexplained absences are followed up with a phone call from the school secretary. The school shall inform the local authority of any pupil who fails to attend school regularly or who has been absent without the school's permission for a continuous period of 10 school days or more.

Action will be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

8. Confidentiality

- 8.1 We recognise that all matters relating to child protection are confidential.
- 8.2 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need-to-know basis only. This will be governed by BSCB Information Sharing Protocols.
- 8.3 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, particularly when vulnerabilities are identified relating to radicalisation or sexual exploitation.
- 8.4 Staff will not keep a duplicate of personal records regarding child protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the school, separate from the pupil educational record.
- 8.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 8.6 All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 8.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents/carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

9. Supporting staff

- 9.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 9.2 We support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headmaster or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 9.3 In consultation with all staff, we have adopted a Code of Conduct for staff. This forms part of staff induction and is in the Staff Handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 9.4 We recognise that our DSL and Deputy DSLs should have access to support and to appropriate workshops, courses or meetings as organised by the LA.

10. Allegations against staff

- 10.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. There should be no 1:1 contact between staff and students which is not "open" to the casual observer. Should a member of staff teach a child for academic tuition or for example sport, with the agreement of the parents, the member of staff must inform the DSL. Any lifts for children with parents' agreement must be shared with the DSL who will keep a record.
- 10.2 Staff should be aware of the school's Behaviour, Discipline and Exclusions Policy. This can be found on the school website or in the Policies folder on the staff admin drive.
- 10.3 We understand that a pupil may make a disclosure about, or an allegation against, a member of staff. If such an allegation is made, the member of staff subject to the allegation will immediately inform the Headmaster or, in his absence, the most senior member of staff.
- 10.4 The Headmaster/senior member of staff should immediately discuss the content of the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 10.5 If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO without notifying the Headmaster.
- 10.6 The school will follow the procedures for managing allegations against staff, a copy of which can be found in the Staff Handbook.
- 10.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration and we will consult in making this decision, as well as being guided by HR. Suspension is a safeguard for both the student and the member of staff whilst the matter is investigated.

- 10.8 If a suspension is made, following local authority procedures, restrictions will apply to all staff regarding contact whilst suspended, including texting and the use of social media such as Facebook and Twitter.
- 10.9 Our lettings agreement for other users of our school site requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

11. Whistleblowing

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 11.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the Headmaster or Chairman of Governors.

12. Physical intervention/positive handling and restraint

- 12.1 The school has a separate policy on physical intervention and positive handling known as the Restraint Policy and Guidelines. It acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 12.2 The Headmaster and authorised staff can use such force as is reasonable under the circumstances if there is a need to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 12.4 Any use of force or restraint will be recorded and signed by a witness. Parents/carers will be informed of the incident by the end of the school day and offered an opportunity to discuss the event. Parents/carers are expected to participate in the planning to support the student.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 Staff understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Areas of particular risk

- 13.1 A risk assessment of our school site will be carried out to identify areas and situations of high risk. In the case of safeguarding and child protection, this might identify areas

where supervision is difficult and areas where the children may be more vulnerable, such as changing for PE and swimming. We will carry out a risk assessment of these areas and have a plan in place to mitigate against identified risk. This will be shared with staff operating in these areas and will be kept under regular review to ensure it remains fit for purpose. We will link with the County Health and Safety Team to ensure we comply consistently with best practice.

- 13.2 In the case of children staying with host families, including families overseas, the school will follow the guidance in Annex E of KCSIE, September 2018.

14. Anti-bullying

- 14.1 Our policy on the prevention and management of bullying is set out in the school's Anti-bullying Policy. The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Bullying is regarded as a form of abuse by one or more pupils against another pupil. The school undertakes to support and investigate any raised concerns of bullying.
- 14.2 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.
- 14.3 Measures are in place to prevent and respond to all forms of bullying, acknowledging that to allow or condone bullying may lead to consideration under child protection procedures. Details of these measures are in the Anti-Bullying Policy.
- 14.4 The policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils.
- 14.5 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

15. Peer on peer abuse

- 15.1 Staff are aware that children can abuse other children and that sometimes this is in the form of banter. Abuse will never be passed off as banter. All staff should therefore be aware and consider peer on peer abuse as a safeguarding issue and explore this with the DSL. Consulting with other agencies such as ESAS or the First Response Team should support schools in their thinking, enabling a safe environment for all to be maintained.
- 15.2 All gendered peer on peer abuse is unacceptable and will be taken seriously and all gender types will be supported and treated sensitively.
- 15.3 The different forms peer on peer abuse include sexual violence, sexual harassment, physical abuse, sexting and teasing of a sexual nature.
- 15.4 Staff are aware that abuse may take place wholly online or technically may be used to facilitate offline abuse.

- 15.5 In the event of disclosures about pupil-on-pupil abuse all children involved, whether perpetrator or victim, are treated as being 'at risk', and are monitored and given support by trusted adults at school, for example their form teacher or tutor.
- 15.6 Behaviours should always be reported to the DSL and a Child Protection form completed as per the school's record keeping policy. Staff will need support to ensure they are mindful of language used. Terms such as 'perpetrator' and 'victim' should be avoided.
- 15.7 All schools and colleges should have systems in place to support the young people involved. Any referrals made to Social Care will require a separate referral to be made for each child involved. Together with Social Care, school should carry out a risk assessment as part of the support plan.

16. Discriminatory incidents

Our policy on racist and other discriminatory incidents is set out in a separate policy and acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.

17. Health and safety

Our policy on health and safety, set out in a separate document, reflects the consideration we give to providing a safe environment for our pupils. We always strive to protect pupils, both physically within the school environment and in the online world familiar to many of our pupils. This extends to occasions away from the school when undertaking off-site school trips and visits.

18. E-safety

- 18.1 All staff are aware of the school policy (this is covered in staff induction) on e-safety which sets out our expectations relating to:
- Creating a safer online learning environment and our need to monitor our students' use of online resources.
 - Equipping staff with the skills, knowledge and understanding in order to help students to stay safe online, question the information they are accessing and support the development of critical thinking.
 - Inspiring safe and responsible use and behaviour, including the use of mobile phones both within school and on school trips/outings, along with the use of camera equipment/camera phones.
 - What steps to take if staff have concerns and where to go for help.
 - Ensuring that staff use of social media is included within this as set out in the Staff Code of Conduct.
- 18.2 Cyber-bullying by children, via texts and emails, is treated as seriously as any other type of bullying and managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion.

- 18.3 Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** on line – and who they have **CONTACT** with in the digital world.
- 18.4 We have a separate mobile phones policy which sets out that pupils are not allowed the use of their phones whilst onsite or on the school buses. This includes sanctions which will be applied when these boundaries are not adhered to. There is a separate policy for the Early Years members of staff and an additional policy for members of staff who teach Years 1–8.
- 18.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.
- 18.6 Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

Dealing with an E-safety concern:

- The incident should be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with the appropriate school staff to clarify who was involved and the images believed to be held by students.
- The DSL/Headmaster will meet with the young people involved (if appropriate). Devices will be secured until the contract owner is contacted – usually the parents. At no time will the school copy, forward, keep or store images.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed, is at risk of harm or may have used the images to extort or exploit others, a referral will be made to the First Response Team and/or the Police immediately.

19. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively in addressing the unique culture of our students and their families in relation to safeguarding. However, all staff recognise their mandatory duty to report to the Police any disclosure made that a child has undergone FGM,

20. Missing child and uncollected child policy and procedure

Policy and procedure to be followed in the event of discovering that a child is missing or has absconded. (This document does not cover normal absences through illness etc.)

Staff should always be aware of which children should be in a lesson so that absences are discovered at the start of each lesson. Speak first with the other class members. If the absence remains unexplained the following procedure should be followed:

1. Check the register and signing-out book to ensure that the child should be in school.
2. Check that the child is not receiving first aid.
3. Check that the child is not attending a music lesson or learning support lesson.
4. Check the toilets.

5. Check the immediate surrounding areas.
6. Inform the school office, Headmaster or Deputy Head.
7. Email all staff.
8. Ask all available staff to check school and immediate roads.
9. Ring the fire alarm and during a roll call search the following areas:
 - School field and edges of field - caretaker and maintenance manager
 - Sports hall and changing rooms - gap students
 - LRC and Learning Support areas - learning support staff
 - Music block - Director of Music
 - Top corridor - Year 1 teaching assistants
 - Reception garden - Year 2 teaching assistants
10. A senior member of staff should telephone the parents to inform them and to ascertain:
 - Whether the child is at home
 - Whether the parents know of any reason why the child may have absconded
 - Whether the parents have any idea where the child may choose to go
11. Ask the parents whether they wish the Police to be notified

In the event of a child not being collected from school at the end of the school day; the parents will be called and if uncontactable the second emergency number will be used. The child will then go to Late Club. If still uncollected at 6pm when Late Club finishes the child becomes the responsibility of the Headmaster who lives on site. The child will wait in the office adjoining the Headmaster's study until collected. If the Headmaster is not on site then the Deputy Head or another member of the Senior Management Team will supervise the child until they are collected. Another member of staff will be with the child to ensure the child is not alone with a member of staff at the end of the school day. If by 6pm school has been unable to contact a parent or emergency contact number for the child then the school will contact the First Response out of hours number.

21. Retention of records

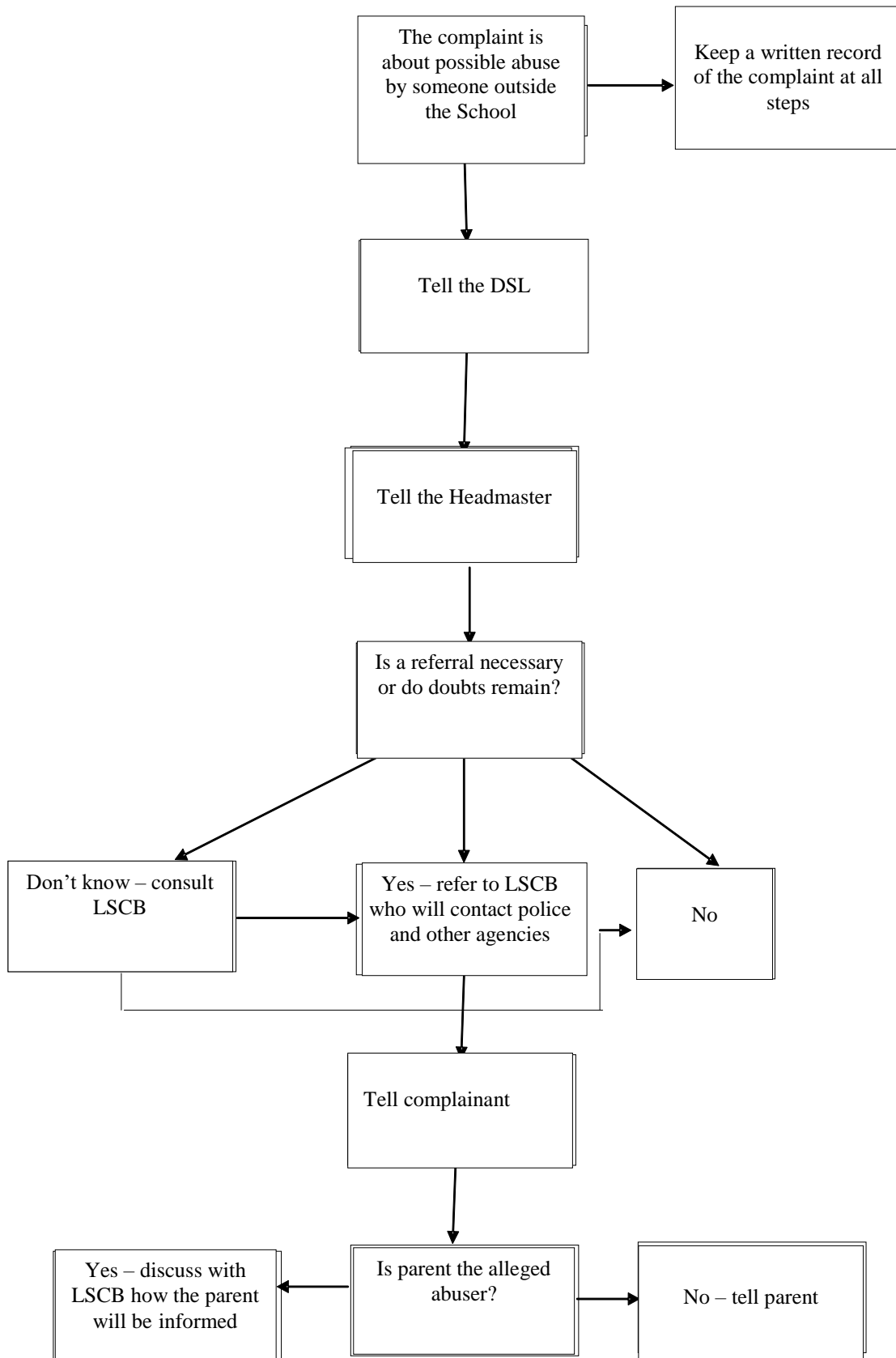
- 21.1 Records will be kept of any disclosure of abuse or allegation against a member of staff or volunteer. These records will be maintained in a way that is confidential and secure, in accordance with our record keeping policy and data protection legislation
- 21.2 There is a statutory requirement for our school to pass any child protection records to the student's next school and to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain a copy of any child protection records we generate until the student reaches the age of 25 years. These records will be stored securely.
- 21.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.
- 21.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

- 21.5 In the instance of repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern.
- 21.6 We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management.

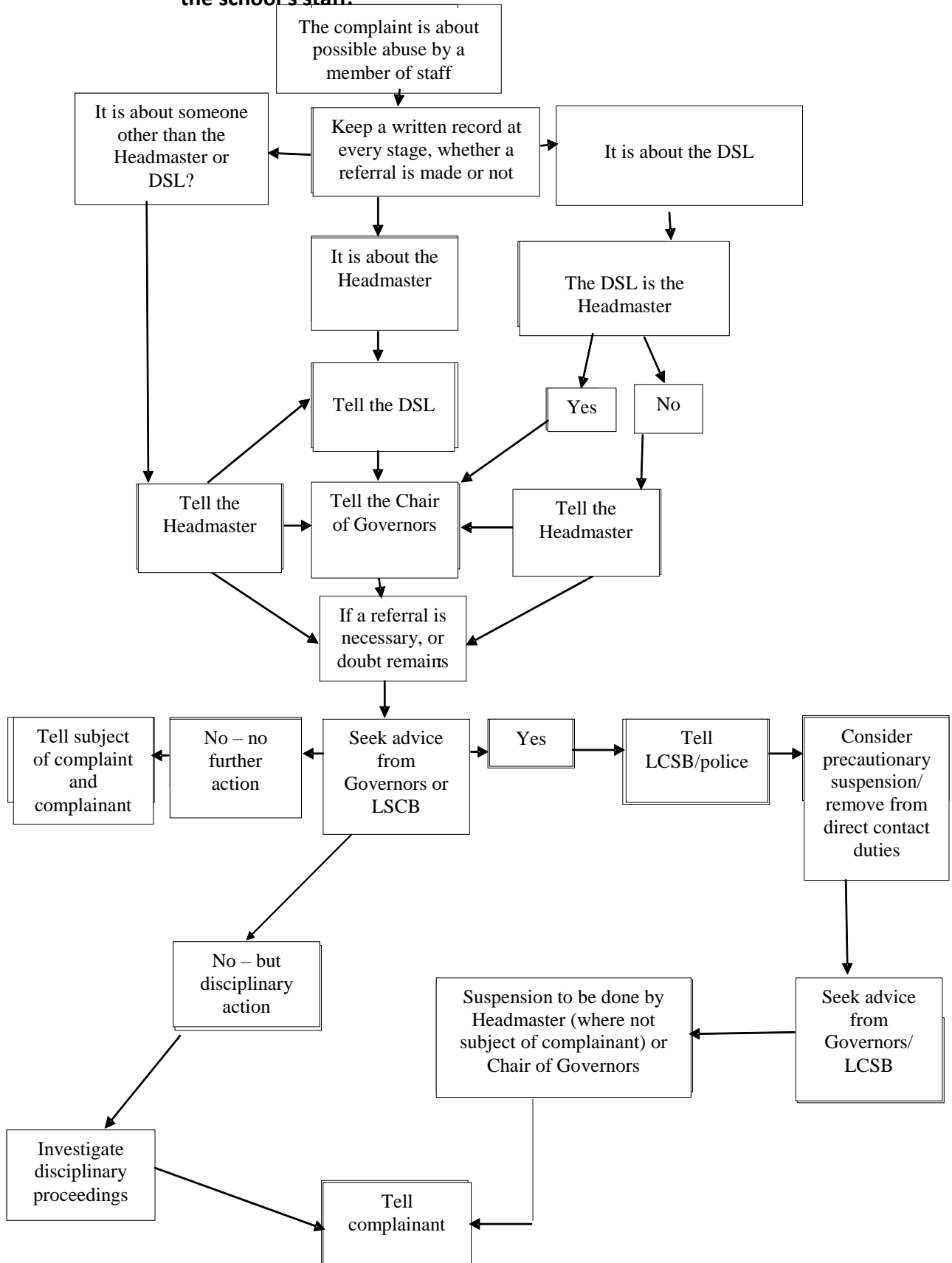
22. Policy review

The governing body of the school is responsible for ensuring the annual review of this policy, and for reporting back to the local authority. The date the next review is due is on the front cover.

APPENDIX 1: Procedure where the school has concerns, or has been given information, about possible abuse by someone other than a member of staff.



APPENDIX 2: Procedure where a complaint has been made about possible abuse by a member of the school's staff.



APPENDIX 3:

PREVENT LEADS FOR BUCKINGHAMSHIRE (Excl. Milton Keynes)

If you would like to discuss your concerns about a child or adult at risk of radicalisation, find out more about what the Channel Panel does, discuss other issues in relation to the Prevent Duty (including finding out what training is available) please contact the most relevant Prevent lead for your organisation/area. If you would like to make a referral direct to the police or discuss concerns about an individual with the police, please contact Thames Valley Police (details below).

Aylesbury Vale District Council

Adam Cheyo	ACheyo@aylesburyvaledc.gov.uk
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Buckinghamshire County Council

Angie Sarchet	asarchet@buckscc.gov.uk
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Yvette Thomas (Children & Young People)	ythomas@buckscc.gov.uk
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Therese McAlorum (Children & Young People)	tmcalorum@buckscc.gov.uk
--------------------------------------------	------------------------------------------------------------------------

Joy Shakespeare	eshakespeare@buckscc.gov.uk
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Chiltern District Council

Katie Galvin	KGalvin@chiltern.gov.uk
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South Buckinghamshire District Council

Katie Galvin	KGalvin@chiltern.gov.uk
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Wycombe District Council

Daniel Sullivan	dsullivangcsx@wycombe.gcsx.gov.uk
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Thames Valley Police

Prevent Team at Thames Valley Police	Preventreferrals@thamesvalley.pnn.police.uk
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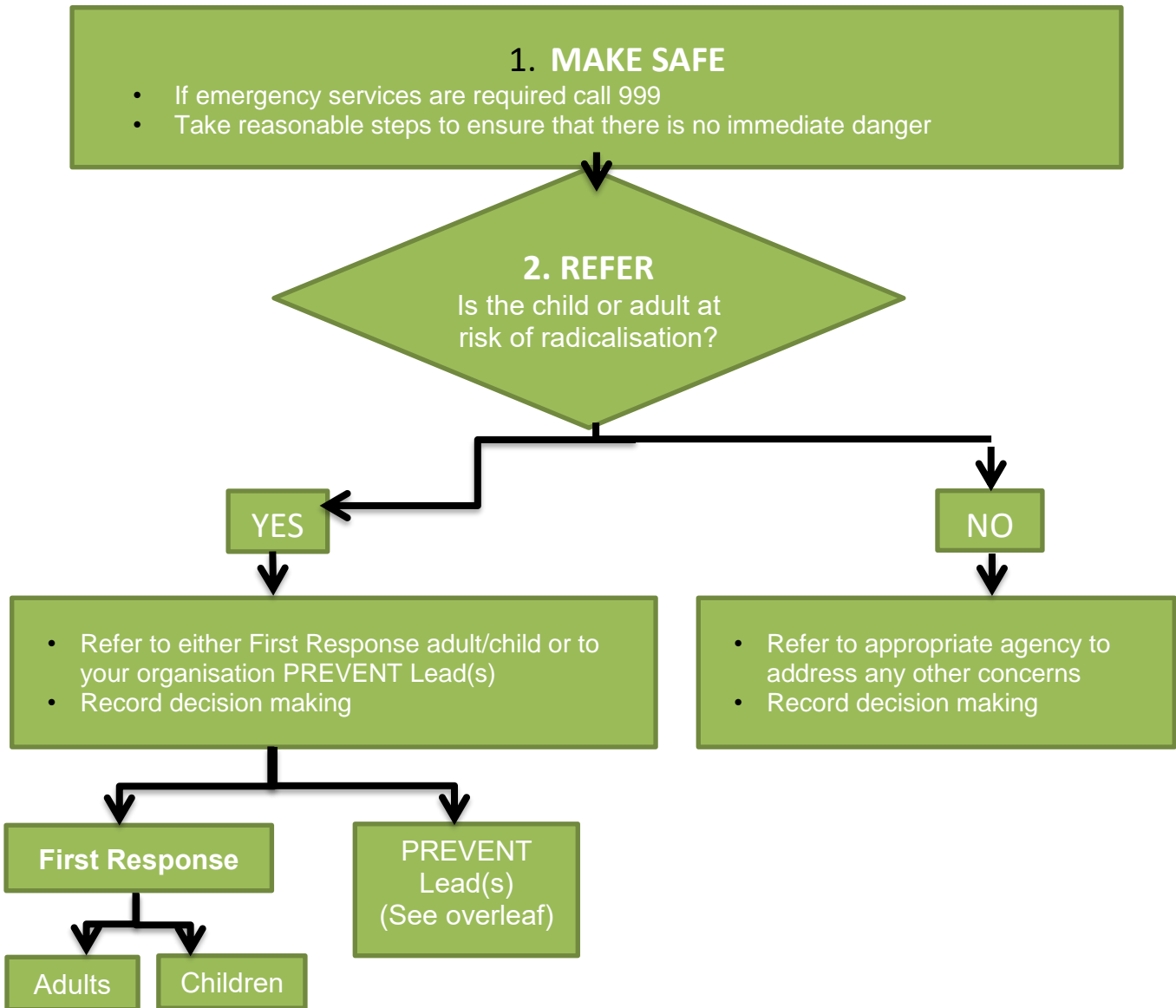
Jeff Singleton (Wycombe)	jeffrey.singleton@thamesvalley.pnn.police.uk Tel: 07980 905203
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Praveen Liyanage (Wycombe)	prav.liyanage@thamesvalley.pnn.police.uk Tel: 07800 702037
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Kat Henn (Aylesbury Vale)	katarzyna.henn@thamesvalley.pnn.police.uk Tel: 07800 702680
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Out of office hours	Call 101 and ask for the on call Special Branch Sergeant
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How to report concerns to PREVENT regarding radicalisation of an adult or child to First Response safeguarding



Who to contact for advice or to make a referral

Concerns about an Adult	Safeguarding Adults First Response safeguardingadults@buckscc.gov.uk	0800 137 915
Concerns about a Child	First Response cypfirstresponse@buckscc.gov.uk	0845 460 0001
Concerns out of hours Adult/ Child	Out of hours, emergency duty team	0800 999 7677

Appendix 4

Safeguarding and Child Protection

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

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

Types of abuse and neglect as defined in KCSIE September 2018

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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 (eg via the internet). They may be abused by an adult or adults or by 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 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 49).

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.

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

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

Victoria Climbié Inquiry Report. (Jan 2003)

Research also tells us that children with special needs are at an increased risk of abuse. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

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

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

Exploitation

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

Child Sexual Exploitation

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

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Further information can be found in the DfE document Child sexual exploitation, Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, February 2017 (link below).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Extremism

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

County Lines

As set out in the Serious Violence Strategy, April 2018 (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the Serious Violence Strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-violence-strategy.pdf, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children, July 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Definitions of Safeguarding

To:

- Protect children from maltreatment
- Prevent impairment of children's health, emotional wellbeing and development

- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable children to have the best outcomes

(as defined in Working Together to Safeguard Children 2018)

Safeguarding is not just about protecting children from harm. It relates to aspects of school life, including:-

- Pupil health and safety – including the risk of radicalisation
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet/E-safety
- Appropriate arrangements to ensure school security

Safeguarding can involve a range of potential issues such as:-

- Bullying, including cyberbullying by text messages, on social networking sites etc and prejudice-based bullying
- Racist, disability and homophobic/transgender abuse
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Risk via social media – sexting, Instagram
- Substance

Learning Pathway

