Oxford Diocesan BUCKS SCHOOLS TRUST

Christ THE Sower Ecumenical Primary School

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2	ODBST Statutory Policy (**ALL** Schools with no change allowed to core text. Changes to school name, details where highlighted and school's usual sign-off and review date reminders allowed)

Child Protection and Safeguarding Policy

(Effective from September 2021)

In line with 'Keeping Children Safe in Education' (KCSiE) 2021

Oxford Diocesan BUCKS SCHOOLS TRUST

Christ the Sower Ecumenical Primary School

This policy was updated on 1st September 2021. It has been agreed by the Board of Trustees on 31/08/2021 that this policy will take effect from 1 September 2021.

The policy must be reviewed and updated at least every 12 months.

Christ the Sower Ecumenical Primary School recognises its responsibility for safeguarding and child protection.

The ODBST Designated Safeguarding Lead is David Cousins, School Improvement Manager.

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Overview

This document sets out the procedures for ODBST schools in relation to Safeguarding and Child Protection. The content mirrors the model Buckinghamshire Safeguarding Children Partnership (BSCP) and Milton Keynes Safeguarding Children Partnership (MKSCP) documentation and is compliant with other policies. It has been amended where necessary to reflect the independent status of ODBST as a Multi-Academy Trust. It is compliant with 'Keeping Children Safe in Education' 2021 and the required statutory content so is applicable to all ODBST schools.

This policy also reflects DfE guidance in respect of Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and later guidance on the partial re-opening of schools

This policy has been updated to reflect changes in KCSiE 2021

Whilst acknowledging the pressure that schools are under, it remains essential that they continue to be safe places for children. This policy supports Trustees, local governing bodies, senior leadership teams and designated safeguarding leads (DSLs) so they can continue to have appropriate regard to KCSiE and keep their children safe. It suggests where schools might consider safeguarding policy and process differently when compared to business as usual (**Appendix J**).

The way schools operated in response to coronavirus (COVID-19) was fundamentally different to business as usual. This policy is written with the possibility that restrictions may be reapplied to schools and the general public should the COVID viruses re-emerge and so, a number of important safeguarding principles will continue to remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

ODBST takes a whole Trust approach to safeguarding. This allows that any new policies and processes in response to COVID-19 do not weaken its approach to safeguarding or undermine this child protection policy.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Part 1

1. Introduction

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

- Working Together to Safeguard Children 2018'
- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges. Sept 2021
- DBS Guide to Child Workforce Roles (2018) incl. the Safeguarding Vulnerable Groups Act 2006
- Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009;
- What to do if you are worried a Child is being Abused' 2015
- Safeguarding Vulnerable Groups Act 2006.
- Children Missing Education; Statutory Guidance for Local Authorities Sept 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act April 2021 (Prevent Duty Guidance)
- Sexual Violence and Sexual Harassment between Children – July 2021
- The Equality Act June 2015
- The United Nations Convention on the Rights of the Child (UNCRC)
- 'Framework for the Assessment of Children in Need and their Families' 2000
- 'What to do if you are worried a Child is being Abused' 2015
- Statutory guidance on FGM (July 2020)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018
- Buckinghamshire Safeguarding Children Partnership and Milton Keynes Safeguarding Children Partnership Information-Sharing Codes of Practice

The Local Governing Body (LGB), under powers delegated by the Trustees of the Oxford Diocesan Bucks Schools Trust (ODBST), takes seriously its responsibility under Section 11 of the Children Act, section 175 of the Education Act 2002 and duties paragraph 7 of the Schedule to the Education (Independent School Standards) (England) Regulations 2014 under "working together" to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements exist within the school to identify, and support those children who are suffering harm or are likely to suffer harm.

We believe clear governance and leadership is central to embedding a safeguarding culture and recognise that all staff and governors have a full and active part to play in protecting our pupils from harm. We recognise that in all matters of safeguarding the child's welfare is our paramount concern.

Our school will provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily. Trustees 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 will remain vigilant and alert to these potential risks.

This policy applies to all staff, governors, contractors and volunteers working in our schools and with children and young people in our care

This policy has been written in line with 'Keeping Children Safe in Education' 2021.

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1 of Keeping Children Safe in Education Sept 2021 and Annex B and have an auditable system in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the school's Behavioural Policy and our Attendance Policy.

This policy should be read in conjunction with the following policies:

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

2. Terminology

- **Safeguarding and promoting the welfare of children** is defined for the purposes of this policy as *'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; and taking action to enable all children to have the best outcomes'*; (KCSiE para 4)

- **Child protection** refers to the processes undertaken to meet statutory obligations laid out in the Children Act 2004 and associated guidance (see Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children – July 2018) in respect of those children who have been identified as suffering, or being at risk of suffering 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 A to this document

- **Staff** refers to all those working for or on behalf of the school, full time or part time; both teaching and non-teaching. In this specific context it applies to those in both a paid and voluntary capacity and those working at the school for a third party;

- **Child** refers to all children and young people who have not yet reached their 18th birthday; Some children have additional vulnerabilities e.g. those looked after/previously looked or with a disability, these vulnerabilities do not change the definition but do place an additional responsibility on schools to have regard for their specific context and the additional/enhanced support they offer.

- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents;

- **Governors** refers to members of committees of the Trust Board termed 'Local Governing Bodies' under the terms of the funding agreement. This includes all those appointed or elected to undertake this function or directed by Trustees to act as local governors;

- **Trustees** are the company directors for the Oxford Diocesan Bucks Schools Trusts set up as a charitable company.

3. Aims

Trustees' aims in adopting this policy are:

- To support children and young peoples' development in ways that will foster security, confidence and resilience, free from maltreatment and discrimination

- To preventing impairment of children's mental and physical health or development

- To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.

- To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the wellbeing of children. Identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse.

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

- To acknowledge the need for effective and appropriate communication ensuring staff know how and when to share information to protect children in a way that is legal and ethical.

- To ensure ODBST schools have a clear system for communicating concerns and models for open communication between children, teachers, parents and other adults working with children.

- To underpin a structured procedure within each school, which will be followed by all members of the school community in cases of suspected abuse.

- To ensure each school has robust systems in place which accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.

- To develop effective working relationships, guided by local documentation detailing safeguarding thresholds and LCSB guidance, with all other agencies involved in safeguarding and promoting the needs of children at our schools.

- To ensure that all staff appointed within our schools, have been through a 'safer recruitment' process and understand the principles of safer working practices as set out in the ODBST Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

- To ensure that all staff receive appropriate safeguarding and child protection training which is regularly updated; receive safeguarding and child protection updates and at least annually are provide with the relevant skills and knowledge to safeguard children effectively.

- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

4. The roles and responsibilities of school staff

Our staff team are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

- **All our** school staff have a responsibility to provide a safe environment in which children can learn;

- The school has a designated safeguarding lead who provides support to our staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care;

- All our staff are equipped to identify children who may benefit from early help, understand the process and their role in it. Staff know in the first instance to discuss their concerns with the designated safeguarding lead, and understand they may be required to support other agencies and professionals in assessments for early help;

- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public interest in the teaching professions as part of their professional duties.

5. What school staff need to know

All our staff members are aware of the systems within our school which support safeguarding, these are explained to them as part of their induction and include:

- This child protection and safeguarding policy;
- 'Keeping Children Safe in Education' 2021, part 1;
- The ODBST staff code of conduct held on the ODBST website (sometimes called staff behaviour policy);
- The role and information about the role of the DSL including the identity of the Designated Safeguarding Lead (DSL) and any deputies
- ODBST Whistleblowing policy;
- The school and Trust's Behavioural Policy and the school's policies and procedures with regards to peer on peer abuse;
- The Trust's Attendance Policy – particularly for those "missing education"
- Procedures for managing allegations about staff or volunteers;
- What to do if they have a concern about a child.

- **All** staff members receive appropriate safeguarding and child protection training at induction and in addition, receive safeguarding and child protection updates, when required, to provide them with relevant skills and knowledge to be able to safeguard the children in our setting effectively;

- **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious sexual youth violence.

- **All** staff should know what to do when a child discloses exploitation. They should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- **All** staff should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care

- **All** staff are made aware of the early help process and understand their role in this. This includes staff being able to identify emerging problems, liaising with the Trust's designated

safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, where appropriate, acting as the lead professional in undertaking any early help assessment;

- **All** staff are aware of the process for making child protection referrals to social care and statutory assessments that may follow, under the Children Act 1989. They also understand the role that may have to play in such assessments;

- **All** staff know what to do if a child tells them he/she is being abused or neglected. Staff understand how to maintain an appropriate level of confidentiality, whilst at the same time understand the requirement around sharing information appropriately with the designated safeguarding lead and other relevant professionals;

- **All** staff know that the Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

- **All** staff are aware that there are children potentially at greater risk of harm and who need a social worker (Child in Need and Child Protection Plans); Children may need a social worker due to safeguarding or welfare needs and need this help due to abuse, neglect and complex family circumstances;
- **All** Staff will never promise a child that they will not tell anyone about the allegation/disclosure that the child has made, as this may ultimately not be in the best interests of the child.
- **All** Staff know they should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will use school provided equipment for this purpose. Other specific events which involve photographs of pupils (i.e. press, external providers etc.) will only occur with the permission of the headteacher. Staff are also aware through the 'Code of Conduct' that mobile phones should NOT be used in class or while on duty, e.g. play and lunchtimes. School policies for Early Years Foundation Stage reflect the statutory requirements[1] on the use of cameras and mobile phones.
- **All** staff should know that the sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school's policy and procedures for dealing with it,
- **All** staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

6. What school staff should look out for

- **All** staff members are aware of the signs of abuse and neglect, so they are able to identify children who may be in need of help or protection (see annex B – Threshold Document and part 2 of this policy for the definitions);

[1] Statutory framework for the early years foundation stage

- All staff members have an awareness of safeguarding issues that can put children at risk of harm and of indicators and behaviours that are linked to children being in danger (see paragraph 24 of this policy for more information):

- All staff members know that children can abuse other children (see paragraph 27 of this policy);

- All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Advice from the DfE, provides more information on understanding and identifying abuse and neglect, https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2;

- Where safeguarding is concerned Staff members at our school are advised to maintain an attitude at all times of **"it could happen here"**. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child;

- Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

7. What school staff should do if they have concerns about a child

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the relevant Local Authority. (Appendix D: Thresholds Document - Accessing Services for Children in Buckinghamshire or Appendix E: Threshold Document – Levels of need when working with children and families in Milton Keynes)

- If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead, as soon as possible;

- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves;

- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate;

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

- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

8. What school staff should do if a child is in danger or at risk of harm

If, a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, they should be informed, as soon as possible, that a referral has been made.

9. What schools should do if they have concerns about another staff member

If staff members have concerns about another staff member, then this must be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of Governors. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part 2 of this guidance.

Allegations might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college because they:.

- 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; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The reason is because of transferrable risk. Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the

allegation. In these situations please refer the case for guidance and support to ODBST's HR Manager.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

10. What school staff should do if they have concerns about safeguarding practices within the school

All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team;

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies are in place for such concerns to be raised with the school's senior leadership team;

Where a staff member feels unable to raise an issue with the Headteacher or Chair of Governors or feels that their genuine concerns are not being addressed, they should approach the ODBST HR Team;

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0808 800 5000 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk. For children under 18: Childline 0800 1111.

Part 2

11. **Key personnel and contacts at our school and wider:**

	Name	**Contact details**
The designated safeguarding lead for child protection in this school	Lorraine Quirk	01908 867356 school@ctsmk.org.uk
Additional Designated Safeguarding Lead(s):	Mandy Robertson (Deputy DSL) Saeeda Wilson-Andoh	01908 867356 school@ctsmk.org.uk
Head Teacher:	Lorraine Quirk	01908 867356 school@ctsmk.org.uk
Designated Teacher for looked after, or previously looked after children	Lorraine Quirk	01908 867356
Nominated Safeguarding Governor:	Janet Hatfield	school@ctsmk.org.uk
Chair of Governors:	Janet Hatfield	school@ctsmk.org.uk
Trust Designated Safeguarding Lead	David Cousins	Mobile: 07884 667040 Home: 01628 440940 david.cousins@oxford.anglican.org
Safeguarding Trustee	Malcolm Peckham	07598 701817 malcolmpeckham@btinternet.com
Contacts in Milton Keynes		
Local Authority Designated Officer (LADO)		
	Jo Clifford & Sarah Capel-Jones	01908 254307
Multi Agency Safeguarding Hub (MASH)		01908 253169 or 01908 253170
Children's Social Care:		01908 253169/70 out of hours: 01908 265545
Other Contacts		
RU Safe? (Barnardos - Child Sexual Exploitation Service)		01494 461112
Thames Valley Police		101

	(999 in case of emergency)
Bucks Family Information Service	0845 688 4944
MK Families Information Services	
NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape Bullying Helpline	0845 1205 204
Female Genital Mutilation	0800 0283550 fgmhelp@nspcc.org.uk
Samaritans	0845 790 9090
CEOP (Child Exploitation and Online Protection)	
Foreign and Commonwealth Office (Forced Marriages Section)	0207 008 0151
Crimestoppers	0800 555 111

12. Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements and this person is named in this policy guidance. The school ensures that the designated safeguarding lead or a deputy will be on site at all times that the school is functioning.

Trustees of the Oxford Diocesan Bucks Schools Trust (ODBST)
Trustees will:

- provide the strategic leadership for the Trust with responsibility for the Trust's safeguarding arrangements and must ensure that they comply with their duties under legislation;
- have regard to guidance, ensuring policies, procedures and training in their schools are effective and comply with the law at all times.
- ss a Charitable Trust, ensure the Charity Commission guidance on charity and trustee duties to safeguard children applies;
- have a senior board member lead to take leadership responsibility for the Trust's safeguarding arrangements;
- Ensure policies and procedures adopted by the board (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff;
- set out risks and how they will be managed in a risk register which is regularly reviewed;
- respond quickly to concerns and carry out appropriate investigations and never ignores harm or downplays failures;
- ensure enough resources, including trained staff/volunteers/trustees for safeguarding and protecting people are available;
- conduct periodic reviews of safeguarding policies, procedures and practice;
- **make sure protecting children and young people from harm is central to its culture and work.**

The Local Governing Body (LGB)

The LGB of Christ the Sower Ecumenical Primary School under its delegated powers understands and fulfils its statutory safeguarding responsibilities and undertakes to regularly review safeguarding related policies and procedures that operate in the school.

The LGB have a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements.

The LGB will ensure that:

- all members of the governing body understand and fulfil their responsibilities and complete safeguarding training on appointment, to also include Prevent training;
- the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school;
- this policy reflects the unique features of the community it serves and the needs of the pupils attending their provision; review this at least annually and regularly monitor and evaluate the effectiveness of this Child Protection Policy.
- there is a designated safeguarding lead who is a member of the senior leadership team and a deputy for safeguarding and child protection who is a senior leader or reports directly to a senior leader. Both will have undertaken the approved LSCP training in inter-agency working, in addition to basic child protection training. Their roles and responsibilities are made explicit in those post-holders' job descriptions. The role carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively
- that a named teacher is designated for Children Looked After; that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated and the school's work with the Virtual Schools Team to support the educational attainment for those children who are Looked After, monitored.
- it ensures the school follows the ODBST staff behaviour (code of conduct), whistle blowing and other procedures that are consistent with statutory requirements. These, with the Child Protection/Safeguarding policy, are and made available to parents on the school's website and, on request in printed format;
- ODBST Procedures exist for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher;
- Ensure the needs of pupils for early intervention and Child Protection, are fully understood and resources allocated to meet identified needs;
- It has due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow the Trust to share or withhold personal information when it is necessary to safeguard any child.
- Where reasonably possible, schools should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum but is good practice in giving additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern;
- Arrangements are in place to keep children safe where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals;

- A training strategy is agreed by governors that ensures all staff, including the Headteacher, receive child protection training, with refresher training at three-yearly intervals. The designated safeguarding lead should receive refresher training at two-yearly intervals;
- Regular update sessions for staff regarding safeguarding are provided so that staff are kept up to date with any changes and to ensure that safeguarding remains a priority at the school;
- Arrangements are in place to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection;
- They nominate a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.
- Measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised, evidenced and reported to the LGB and the Trust through regular monitoring and first had contact with pupils and staff to check on the discharge of their responsibilities including the maintenance of child protection files;
- Ensuring robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed. An annual report ~~will be~~ is submitted to both the local authority and Trustees of ODBST about how the LGB's duties have been carried out. Any weaknesses or areas of concern will be rectified without delay.
- Ensure measures are in place to have oversight of how the school's delivery on its responsibilities are exercised and evidenced, following up with the Head Teacher any identified gaps in practice or where procedures may not have been followed;
- There is clarity in meeting minutes around Peer on Peer /Child on Child abuse and a zero tolerance approach to abuse with a need for an "*it could happen here*" approach;
- The school operates a safer recruitment procedure that includes:
    - statutory checks on staff suitability to work with children and the prohibition regulations;
    - seeking at least two references with checks being made to verify the identity of the person completing these;
    - ensuring safeguarding messages are contained in recruitment materials and adverts;
    - all recruitment interviews contain questions or scenarios of a safeguarding nature;
    - ensuring that there is at least one person on every recruitment panel who has completed Safer Recruitment training.
    - ensuring that at least one member of the governing body has completed safer recruitment training to be repeated every five years.
- Children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum through personal, social, health and economic education (PSHE) including following the statutory relationship and sex education (RSE) guidance. Through circle time, SEAL, and assemblies, children are taught about safeguarding through an awareness of key safeguarding messages and planned visits from national and local safeguarding bodies (i.e. NSPCC). ChildLine and other appropriate posters are exhibited throughout the school and the children are aware of its service.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future;
- Appropriate online filtering and monitoring systems are in place ensuring an annual review of their approach to online safety, supported by an annual risk assessment;
- Enhanced DBS checks are in place for all members of the LGB; a section 128 check is also required for all those in "management positions" in an academy. Where that person is engaged

in regulated activity, a DBS check with barred list information is obtained and this will identify any section 128 direction. A separate check is made to see if that person is subject to a section 128 direction (for process see https://www.safeguardinginschools.co.uk/complete-prohibition-checks-including-s128-check/) Enhanced DBS checks are however not mandatory for any Associate Members appointed by the board to a local governing body;
(*Note: Where a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Designated Safeguarding Lead will make a referral to the Disclosure and Barring Service, as required by the Safeguarding Vulnerable Groups Act 2006, and the Head Teacher will ensure that he or she has done so).

- Any weaknesses in Child Protection are remedied immediately.

The Nominated Governor will:

- Work with the DSL on the Trust's Child Protection Policy.
- Undertake the training available for Nominated Governors.
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.
- Evidenced this through regular monitoring reports involving first had contact with pupils and staff to check on the discharge of their responsibilities including the maintenance of child protection files

The Headteacher will:

- Ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff;
- Oversee a "whole school approach" ensuring policies, procedures and training in their schools are effective and comply with the law at all times;
- Assure the quality of the information that is presented to the Trust and governors both in terms of the designated safeguarding governor and then the wider governing board enable them to discharge the roles and responsibilities
- Allocate sufficient time and resources to enable the designated safeguarding lead and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with ODBST's whistleblowing procedures;
- Ensure that children's safety and welfare is addressed through the curriculum.

The designated safeguarding lead:

- Is an appropriate senior member of staff, from the school leadership team;
- Take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description with the appropriate status and authority within the school to carry out the duties of the post;
- The role carries a significant level of responsibility and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively

- Creates a culture of safeguarding where children are protected from harm. Helping staff to be professionally curious, question behaviours and to "think the unthinkable" if they have concerns for a student;
- Develop a culture of listening to children and taking account of their wishes and feelings, among staff, in any measures the school or college may put in place to protect them; and understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.
- Is appropriately trained and records are kept to show this is updated every 2 years;
- Acts as a source of support and expertise to the school community;
- Ensures that all appropriate procedures are in place as set out in local authority guidance;
- Has an understanding of the relevant Local Authority Safeguarding Procedures;
- Establishes and imbeds 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. Ensures that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file;
- Refers cases of suspected neglect and/or abuse to the Local Children's Safeguarding Partners, children's social care or police in accordance with this guidance and local procedure and in in line with Working Together to Safeguard Children. They understand when they should consider calling the police and what to expect when they do;
- Notifies children's social care if a child with a child protection plan remains absent without a valid parental contact having been established, on the second day of absence at the latest.
- Ensures that when a child with a child protection plan leaves the school, their information is passed to their new school and the child's social worker is informed;
- Attends and/or contributes to child protection conferences in accordance with local procedure and guidance;
- Coordinates the school's contribution to child protection plans;
- Develops effective links with relevant statutory and voluntary agencies;
- Ensures that all staff sign to indicate that they have read and understood this policy;
- Ensures that the school's child protection policy is updated annually;
- Liaises with the nominated governor and Headteacher (where the role is not carried out by the Headteacher) as appropriate;
- Keeps a record of staff attendance at child protection training;
- Provide the Headteacher (if the head is not the DSL), with an annual report for the Local Governing Body, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will report its responsibility to the LA and to the ODBST HR team no later than the December of the academic year, following the academic year to which the report applies;
- Makes this policy available to parents.

Deputy Designated Safeguarding Lead

While KCSiE (2021) notes it is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads the Trust would recommend that all schools have at least one deputy DSL. All schools in the Trust have a reciprocal agreement as part of the Trust for collaboration in the absence of the DSL with any other local ODBST school.

The role-holder will be appropriately trained and, in the absence of the designated safeguarding lead, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

All staff will:

- Follow the Local Authority guidance in all cases of abuse, or suspected abuse. These can be found for Buckinghamshire at Report a Concern – Professional or Milton Keynes, Levels of need when working with children and their families or use contacts from the Key Contacts list in section 11
- Always act in the interests on the child.
- Where you have any concerns about a child's welfare, you should act on them immediately; report your concerns to the DSL or the headteacher. Do not delay.
- Attend annual training opportunities arranged or delivered by the DSL, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff will be supported to further develop their understanding as mechanisms are enhanced via team meetings, newsletters and e mail updates.

We will therefore:

- Implement and follow part 1 of this guidance;
- Understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children;
- Support the child's development in ways that will foster security, confidence and resilience;
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we contribute to assessments of need and support plans for those children where appropriate;
- Ensure that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral. Guidance on record keeping can be found at appendix F and
    - https://learning.nspcc.org.uk/media/1442/child-protection-records-retention-and-storage-guidelines.pdf
    - https://www.milton-keynes.gov.uk/assets/attach/60432/Child-Protection-Record-Keeping-Guidance-for-Schools-May-2019.pdf

Visitors will be:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff.
- Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern (change according to your own school procedures).
- 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

Multi agency working
Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

The Local Safeguarding Children Partnership will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. Governing bodies, Trustees and school senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

If named as a relevant agency, ODBST schools, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

13. Supporting Children

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. We also 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.

Our school will support all children and young people by:
- Encouraging the development of self-esteem and resilience in every aspect of life;
- Promoting a caring, safe and positive environment;
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Notifying Social Care as soon as there is a significant concern;
- Notifying Social Care when a child/young person attending the centre is privately fostered;
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the designated safeguarding lead at the pupil's new school immediately.

14. Confidentiality

We recognise that all matters relating to child protection are confidential and the designated safeguarding lead will disclose personal information about a child or young person to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and all staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with the LSCP or Social Care on this point. We will take no names consultations with our local Authority Designated Officer/ Assessment Teams / Multi Agency Safeguarding and Early Help Hub (MASH))referenced on page 14/15) to discuss concerns we may have, but we understand that if they then ask for a name, we will disclose those details and it will become a referral.

Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- not providing pupils' personal data where the serious harm test under the legislation explained on the Disclosure and Barring service website, is met and guidance sought from the Data protection: toolkit for schools .

15. Supporting Staff

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

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

We have adopted the ODBST guidance on conduct for staff at our school. This forms part of staff induction. We understand that staff should have access to advice on the boundaries of appropriate behaviour;

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

16. Allegations against staff and adults

All staff and adults (including supply staff, contractors and volunteers) should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults (see Lone Working Policy);

We understand that a child or young person may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior member of staff available;

The manager on all such occasions will discuss the content of the allegation with the Designated Officer for the Local Authority (LADO), **before taking any action.**

In Buckinghamshire, the Local Area Designated Officer (LADO) can be contacted on

- **01296 382070 or**
- **Jonathan Kempster 01296 383703 or**
- **Maria Thompson 01296 383825**

Education Safeguarding Advisory Service

- **01296 387981**
- **secure-esasduty@buckinghamshire.gov.uk**

In Milton Keynes, the Local Authority Designated Officer (LADO) is Jo Clifford & Sarah Capel-Jones and can be contacted on 01908 254307 lado@Milton-keynes.gov.uk

Milton Keynes MASH (Multi Agency Safeguarding Hub) Telephone 9am-5pm: 01908 253169/70

Telephone our of hours: Milton Keynes Emergency Social Work Team 01908 265545

If the allegation made to a member of staff **concerns the manager/headteacher**, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the relevant LADO, without notifying the manger first;

The school will follow the procedures for managing allegations against staff, as outlined in 'Keeping Children Safe in Education' 2020;

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO and ODBST HR Manager in such circumstances;

Where a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Designated Safeguarding Lead will make a referral to the Disclosure Barring Service, as required by the Safeguarding Vulnerable Groups Act 2006, and the Head Teacher will ensure that he or she has done so. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Supply teachers - In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency.

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school will usually take the lead

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies

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

See flowchart appendix F.

17. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so;

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues and appropriate advice will be sought from the LADO or Safeguarding Team where necessary.

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. (**0808 800 5000** – line is available from 8:00 AM to 8:00 PM, Monday to Friday; Email: help@nspcc.org.uk)

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

- Full details are provided in our whistleblowing policy.

18. 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 LA Guidance and DfE guidance on 'Use of reasonable Force to Control or Restrain Pupils' 2013 (reviewed July 2015);

- Such events should be recorded and signed by a witness;

- We recommend that staff who are likely to need to use physical intervention should be appropriately trained;

- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures;

- Full details are in our Behaviour policy.

19. Anti-Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

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

protection procedures. Bullying is a safeguarding matter that if left unresolved can become a child protection matter. Our school will take seriously any bullying concerns, and both investigate and act to protect pupils where appropriate;

- The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- Cyber-bullying is a form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. School's policies should integrate cyberbullying prevention into relevant policies and practices; ensuring reporting routes are accessible and visible; promoting the positive use of technology; and evaluating the impact of prevention activities.
- We will liaise with the anti-bullying co-ordinator/officer where appropriate https://www.buckssafeguarding.org.uk/childrenpartnership/parent-and-carers/bullying/

  https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/localoffer-search/service/374
- Full details are in our anti-bullying policy.

20. Attendance

- The school's Attendance Policy has robust systems in place for monitoring attendance and we will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising.
- All children attending our school are required to have a minimum of two identified emergency contact, this is to support prompt communication in the event of a serious incident or a child missing from school
- We have a robust 'first day alert' call system to establish reasons for non-attendance.
- 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. (see Children Missing from Education Policy)
- Any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan will be referred to their social worker on the second day of absence at the latest.
- Parents must inform school if there are any changes to where a pupil will be living. The school has a mandatory duty to inform the local authority Via the First Response Team, if a child under the age of 16 yrs., 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

21. Health & Safety

- Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits;

- Full details are in our health and safety policy.

22. Children with Special Educational Needs

At our school we recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- Children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;

- Communication barriers and difficulties in overcoming these barriers.

Children with SEN and disabilities can face additional safeguarding challenges. The Governing body ensures its child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges leaders and managers will consider the need for extra pastoral support for children with SEN and disabilities to identify and mitigate these risks.

Following the theme of children looked after or who may have SEN and/ disabilities, the use of reasonable force is emphasised in KCSiE 2021, as something that schools need to be cautious about. There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, but this guidance, along with previous comments from Ofsted, is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods

23. Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

24. Types of abuse and neglect

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 (e.g. via the internet). They 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 adverse effects on the child's mental health and emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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. These and other forms of emotional abuse may also signal that children are at risk from, or are involved with, serious violent crime including receiving unexplained gifts/new possessions, increased absence from school and changes in friendship/relationships with others/groups; significant decline in performance, self-harm, signs of assault/unexplained injury.

- **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); up-skirting, typically when a photograph is taken under a child or young person's clothing without them knowing to obtain sexual gratification, or cause the victim humiliation, distress, or alarm (and which is now a criminal offence). 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: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

25.Specific safeguarding issues

All staff have an awareness of safeguarding issues- some of which are listed below. Staff are made aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger;

They understand safeguarding and protection of students has to be view within the context of the pupil's lived experience and the factors around him/her which may impact on this; friends, family school and their community

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 processes will therefore ask for proof of identification and who has parental responsibility for a student – where managed at point of entry by the Local Authority this process will have been initiated by them. We will however ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hrs of a change.

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse, themes of exploitation and management of sexual violence and sexual harassment. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff are made clear of our policy and procedures with regards to peer on peer abuse;

- bullying including cyberbullying: http://www.bucks-lscb.org.uk/professionals/e-learning

https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/localoffer-search/service/374

- Child Criminal Exploitation (CCE)
  https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/
- children missing education:
  http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Children_Who_Go_Missing_from_Education_Procedure.pdf
  https://www.milton-keynes.gov.uk/teachers/documents/Children_Missing_Education_and_Home_Education_September_2012.pdf
- child missing from home or care:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307867/Statutory_Guidance_-_Missing_from_care__3_.pdf
- child sexual exploitation (CSE):
  http://www.bucks-lscb.org.uk/professionals/exploitation/child-sexual-exploitation-2/
  https://www.mkscb.org/professionals-volunteers/child-sexual-exploitation-information-for-professionals/
- domestic abuse:
  http://www.bucks-lscb.org.uk/parents-carers/domestic-abuse/ or
  http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Domestic_Abuse.pdf
  https://www.mkscb.org/about/current-safeguarding-issues-2/domestic-abuse/
  https://www.gov.uk/guidance/domestic-abuse-how-to-get-help
- Drugs:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf
- fabricated or induced illness:
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf
- faith abuse
  https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175437/Action_Plan_-_Abuse_linked_to_Faith_or_Belief.pdf
- female genital mutilation (FGM):
  http://www.bucks-lscb.org.uk/parents-carers/female-genital-mutilation-fgm/
  https://www.mkscb.org/about/current-safeguarding-issues-2/fgm/ and Annex A
- forced marriage and honour-based violence:
  https://www.gov.uk/guidance/forced-marriage and Annex B
- Gang Violence, Exploitation and Drug Supply:
  https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

  https://www.nationalcrimeagency.gov.uk/who-we-are/publications/15-county-lines-gang-violence-exploitation-and-drug-supply-2016

- gender-based violence/violence against women and girls (VAWG):
  https://www.gov.uk/government/policies/violence-against-women-and-girls
- hate:
  http://educateagainsthate.com/
- mental health:
  https://www.gov.uk/government/publications/mental-health-and- behaviour-in-schools--2
  https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak
- modern slavery:
  https://www.gov.uk/government/collections/modern-slavery
  https://www.antislavery.org/take-action/schools/
- human trafficking:
  https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance
  http://www.nationalcrimeagency.gov.uk/crime-threats/human-trafficking
- missing children and adult's strategy:
  https://www.gov.uk/government/publications/missing-children-and-adults-strategy
- online safety:
  http://www.bucks-lscb.org.uk/professionals/e-learning/
  https://www.mkscb.org/parents-carers/online-safety/
- private fostering:
  http://www.bucks-lscb.org.uk/professionals/private-fostering/
  https://www.milton-keynes.gov.uk/social-care-and-health/children/fostering
- preventing radicalisation:
  http://www.bucks-lscb.org.uk/professionals/exploitation/prevent-radicalisation/
  https://www.mkscb.org/about/current-safeguarding-issues-2/prevent-radicalisation-and-extremism-information/ and Annex A
- relationship abuse:
  https://www.disrespectnobody.co.uk/relationship-abuse/what-is- relationship-abuse/
- Sexual violence and sexual harassment between children:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- sexting:
  https://www.disrespectnobody.co.uk/sexting/what-is-sexting/ and Annex A

(Annex B of KCSiE 2021 contains important additional information about specific forms of abuse and safeguarding issues. All staff are required to read this annex.)

26. **Online safety**

At our school our pupils increasingly work online and we recognise that it is crucial to safeguard our pupils from potentially harmful and inappropriate online material. It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

As such we ensure appropriate filters and appropriate monitoring systems are in place. We share with parents/carers our policy on the school's website and provide parent information to support this aspect in the pupil's home.

All our pupils and users of the school's network will sign an 'acceptable use' statement and the staff code of conduct has specific guidance about social networking and contact, online, with pupils.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact**: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Schools should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

All staff are aware of the school & Trust policy on E-Safety which sets out our expectations relating to:

- Creating a safer online learning environment (see Appendix I)
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on-line which may make students vulnerable including sexting
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including camera phones
- What steps to take if there are concerns and where to go for help
- Staff use of social media as set out in the Staff Code of Conduct.

Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion

Pupils, staff and parents are supported to understand the risks posed by the CONTENT accessed by pupils – their CONDUCT online– and who they have CONTACT within the digital world.

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

Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

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

Sharing nude or semi-nude images and videos

This is also known as sexting or youth produced sexual imagery and which includes "up-skirting" and is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

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

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sharing nudes and semi-nudes: how to respond to an incident' produced by the UK Council for Child Internet Safety. This requires us to share reports of sexting with the police

Opportunities to teach safeguarding

In our school we ensure our pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Teaching of on-line safety in schools https://www.gov.uk/government/publications/teaching-online-safety-in-schools or https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-online-planning-resource-ensure-your-pshe This may include covering relevant issues through personal, social, health and economic education (PSHE) and through the statutory requirements to teach relationships education and relationships and sex and health education (RSE): and health education for all pupils. Resources that could support schools include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.

- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirement
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

27. **Allegations of abuse made against other children (peer on peer abuse)**

ODBST 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 peer on peer abuse.

Abuse between children is still abuse. All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up.

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

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

Our staff recognise that children are capable of abusing their peers. In a situation where child abuse is alleged to have been carried out by another child, our child protection procedures should be adhered to for both the victim and the alleged abuser; this means it should be considered as a childcare and protection issue for both children.

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns and ODBST recognises that these include:

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality;

- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18;
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others;
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences. Moreover, allegations of children at risk from or involved with serious violent crime are of such a serious nature as to raise safeguarding concerns.

Our schools also understands the different gender issues that can be prevalent when dealing with harmful sexual behaviour. CYP can also experience harmful sexual behaviour in various settings. This includes at school, at home (or at another home), in public places, and online. At our school, issues can occur in places which are supervised and unsupervised. For example, abuse may occur in toilets, corridors, changing areas, common rooms, outside spaces such as the playground and sports facilities, and when CYP are travelling home.

We aim to reduce the likelihood of peer on peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Pupils will be taught through relationships, and sex education (RSE) and our Personal, Social and Health Education (PSHE) curriculum, to understand, in an age-appropriate way, what harmful sexual behaviour is, including by peers. They will be taught the knowledge they need to recognise and report abuse, including emotional, physical, and sexual abuse. Schools will also teach them about the importance of making sensible decisions to stay safe (including online), whilst being clear that if a CYP is abused it is never their fault.

We help our pupils to develop the skills to understand:

- what constitutes harmful sexual behaviour
- that such behaviour is not acceptable
- the possible reasons for such behaviour, and vulnerability of perpetrators
- that they must tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable and must tell a trusted adult if they witness such behaviour towards others.

Pupils may not always feel able to talk to adults about peer-on-peer sexual abuse. To help them, we will encourage them to share their thoughts and opinions, respond to their concerns, and respect and listen to them. We want our pupils to feel confident that any concerns they raise will be responded to appropriately

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed, the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils, then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

Full details are in the Trust's Peer-on-Peer Abuse/Sexual Harassment and Violence Policy Guidance concentrates on peer-on-peer abuse in the context of sexual harassment and sexual violence. It is compliant with the statutory guidance on peer-on-peer abuse as set out in KCSiE (2021) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance issued by it. Also in our Procedures for dealing with Allegations of Abuse against Staff and Volunteers and in our policy for managing allegations on peer on peer abuse.

28. Dealing with Disclosures

If a pupil asks to speak to you about a problem, do not promise confidentiality but explain that it may be necessary to consult a colleague.

Receive

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Listen quietly and actively, giving your undivided attention. Allow silences when needed. Do not show shock or disbelieve but take what is said seriously.

Reassure

Stay calm, no judgements, empathise. **Never make a promise that you can keep what a child has said a secret.** Give reassurance that only those who need to know will be told. Reassure the young person that they were right to tell you.

React

React to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but don't interrogate for full details.

Don't ask leading questions – keep the open questions e.g. 'is there anything else you want to say?'

Ask questions only to seek clarity if required; **TED** is a useful tool to use to ensure questions remain open

T	E	D
Tell me…	**E**xplain about …….	**D**escribe when, where …….

Do not criticize the perpetrator; the pupil may have affection for him/her.

Explain what you will do next – inform designated safeguarding lead, keep in contact.

Record

If possible, make brief notes about what they are telling you at the time.

Keep these notes, however rough they are.

If you are unable to make notes at the time write down what was said as soon as you can.

Note the **time, date and place** along with what **actions or behaviours**, **statements** or **conversations heard** which have given rise to the concerns. All reports should be **signed with times and dates** noted of when reports are given to the DSL.

Try to record what was said by the pupil rather than your interpretation of what they are telling you. For example, if a child has called a body part by an unfamiliar name, this should be written phonetically. Make a note of any accompanying non-verbal behaviour and how the information was imparted recreating the 'voice of the child' on the page

Record the date, time, place and any noticeable nonverbal behaviour.

Be mindful of the time the allegation is received. Whilst the child is at school, they are safe, but assessment may be needed involving other agencies to ascertain whether it is safe for the child to return home. So, a verbal report to the DSL should be made rather than delay this for a written report.

In the event of peer on peer abuse, staff should be mindful of the language they use when reporting the events. Avoid terms such as "perpetrator" and "victim" as both children may be vulnerable and to require support. Rather use pupil 1 and pupil 2.

If records are kept electronically the security of these needs to be reviewed regularly. Child protection records should not be kept in a child's general school file. They should be kept separately in a locked cabinet. (see appendix D)

Report

Report the incident to the designated safeguarding lead and do not tell any other adults or pupils what you have been told.

Any allegation / disclosure regarding a member of staff MUST be referred immediately to the Headteacher who will consult with the LADO <u>before taking action</u>.

Any allegation / disclosure regarding the Headteacher MUST be referred immediately to the Chair of Governors who will consult with the LADO and notify the ODST HR Manager without notifying the headteacher.

Never attempt to carry out an investigation of suspected abuse by interviewing the young person or any others involved. This is a highly skilled role and any attempts by yourself could affect possible criminal proceedings.

If there is immediate risk of harm to a child, staff should NOT DELAY and must ring 999.

29. Record Keeping

The designated safeguarding lead is responsible for ensuring that the necessary paperwork is completed and sent to the relevant people and stored in a safe and confidential place. This means that the records will be a coherent factual record of the concerns that are stored on individual children in a clear chronological order. Appendix G

- https://schoolsweb.buckscc.gov.uk/safeguarding-zone/safeguarding-in-education/safeguarding-toolkit/retention-of-records/
- https://www.milton-keynes.gov.uk/assets/attach/60432/Child-Protection-Record-Keeping-Guidance-for-Schools-May-2019.pdf

Appendix A – Definitions

A. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers orby local police staff.

It is important that lessons focus on building children's confidence and abilities ratherthan simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

B. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are age appropriate guides to support children 5-11-year olds .

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

C. Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as avital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school'sor college's unauthorised absence and children missing from education

D. Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. Trustees are clear of the increased risk for these children of poverty, stigma, isolation and poor mental health. These frequently lead to poor outcomes in school in academic success, social skills and relationships and in the behaviours presented in lessons and more generally around school.

ODBST schools will support pupils with parents or carers in prison through targeted work with individuals and peer groups. Support and resources to support schools and teachers are available through the National Information Centre on Children of Offenders (NICCO).

NICCO

https://www.nicco.org.uk/

Homelessness Reduction Act: policy factsheets - https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

E. Child sexual exploitation (CSE)

Sexual exploitation is a form of sexual abuse in which young people are exploited, coerced and/or manipulated into engaging in some form of sexual activity in return for something they need or desire and/or for the gain of a third party. The "something" received by the child or young person can include both tangible items such as food, somewhere to stay, drugs, alcohol, cigarettes or money and more intangible "rewards" such as perceived affection, protection or a sense of value of belonging. Fear of what might happen if they do not comply can also be a significant influencing factor.

Sexual exploitation can occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

Sexual exploitation can manifest itself in many different forms, including grooming, abuse by an individual who has established a "seemingly consensual" relationship with a child or young person, informal "introductions" to other (potential) abusers and the formal prostitution of a child. Children and young people can also find themselves exploited through the production and distribution of sexual images or through exposure to such images. Common to all these scenarios is an imbalance of power in favour of the abuser and some degree of coercion, intimidation, exploitation, violence and/or enticement of the child or young person.

Key Facts about CSE

- Sexual exploitation often starts around the age of 10 years old. Girls are usually targeted from age 10 and boys from age 8;
- It affects both girls and boys and can happen in all communities;

- Any person can be targeted but there are some particularly vulnerable groups: Looked after Children, Children Leaving Care and Children with Disabilities;
- Victims of CSE may also be trafficked (locally, nationally and internationally);
- Over 70% of adults involved in prostitution were sexually exploited as children or teenagers.

Sexual violence or abuse against children represents a major public health and social welfare problem within UK society, affecting 16% of children under 16. That is approximately 2 million children.

Good practice – Individuals

- Recognise the symptoms and distinguish them from other forms of abuse;
- Treat the child/young person as a victim of abuse;
- Understand the perspective / behaviour of the child/young person and be patient with them;
- Help the child/young person to recognise that they are being exploited;
- Collate as much information as possible;
- Share information with other agencies and seek advice / refer to Social Care.

Good practice – Organisations

- Ensure robust safeguarding policies and procedures are in place which cover CSE;
- Promote and engage in effective multi-agency working to prevent abuse;
- Work to help victims move out of exploitation;
- Cooperate to enable successful investigations and prosecutions of perpetrators.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

F. Child Criminal Exploitation (CCE)

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 (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

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, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- 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.

G. Child on child sexual violence and sexual harassment (harmful Sexual Behaviours – HSB)

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to):

> bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; 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; upskirting and initiation/hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Staff working with children should maintain an attitude of 'it could happen here' where HSB is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and school staff are supported and protected as appropriate.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT childrenare at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, willnever be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter","part of growing up", "just having a laugh" or "boys being boys"; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbingbottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks

normalising them.

i. Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003[135] as describedbelow:

- **Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina,anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and Adoes not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someonewithout consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A doesnot reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)
- **What is consent**? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom.Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent
- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape

ii. Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual

harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 139 It may include:
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.140 As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting (is a criminal offence);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

Governing bodies and proprietors should be aware of the department advice: *Sexual violence and sexual harassment between children in schools and colleges* This emphasises the need for effective training and policies in schools and colleges; the need for schools / colleges to respond on a case-by-case basis, supported by children's social care and the police if required.

It breaks the requirement for schools down into bite size pieces

i. **The immediate response to a report**

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Clarity should be given to how all staff should be trained to manage a report, as with any safeguarding concern.

Partner agencies should be contacted to coordinate support for the children involved this may include a referral to FRT and/the Police

ii. **Risk Assessment**

Following a report of sexual violence, the DSL (or deputy) should make an immediate assessment of risk and assess the needs of the children concerned accordingly, planning in the first instance must include the identified needs of the:

- the victim
- the alleged perpetrator
- all other children (and if appropriate adult students and staff).

All risk assessments should be recorded and regularly reviewed as more information comes to light or circumstances change. The DSL (or deputy) should ensure they are engaging with children's social care and specialist services as part of the plan of support for the children involved. Clear records need to be retained along with a chronology

iii. **Action following a report of sexual violence and/or sexual harassment**

What to consider

Schools should consider:

- the wishes of the victim in terms of how they want to proceed. A child's wish not to proceed however will need to be balanced against the need for protection. School/college will need to escalate concerns to FRT/Police if there is a risk of harm or a crime has been committed, a child and their family may need support to understand the duty of care the school/college holds
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, school or college staff?
- contextual safeguarding issues

A child centred approach is needed throughout and staff may need support in managing this emotive issue. Support around use of language is crucial. It is rarely helpful to describe children's activities using adult terms such as perpetrator and victim. This has to be balanced with the need to ensure there is a clear understanding that sexual violence and sexual harassment is not acceptable and will not be tolerated.

iv. **Options to manage the report**

Four scenarios for schools and colleges have been included to support staff to consider when managing any reports of sexual violence and/or sexual harassment.

- *Manage internally – the school manages incidents.*
- *Early help – multi-agency early help*
- *Referrals to children's social care*
- *Reporting to the police – in parallel to children's social care*

v. **Considering bail conditions**

It is unlikely that a child will be on police bail with conditions attached, so it is essential that when there is a criminal investigation there is joined up working between the school or college, children's social care and the police to ensure all children involved are supported.

vi. **Managing any delays in the criminal process**

There may be delays in any criminal case but schools and colleges **should not wait** for the outcome before putting protective measures in place

vii. **The end of the criminal process**

Regardless of whether a child is convicted of a crime or not, all the children involved should be protected.

viii. **Ongoing response for the victim**

Appropriate support should be available on an ongoing basis to the victim. The guidance includes sources of specific support. The guidance makes it clear that schools need to consider safeguarding issues around the victim and alleged perpetrator sharing classes and sharing space at school or college.

ix. **Safeguarding and supporting the alleged perpetrator**

Schools need to manage the balance between supporting the victim and ensuring the rights of the alleged perpetrator to an education

iii. Upskirting (Youth produced sexual imagery – Sexting)

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a persons' clothing (not necessarily a skirt) without their permission and or knowledge, withthe intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. Producing and sharing sexual images of under 18s is illegal.

The response to these incidents will be guided by the principle of proportionality and the primary concern **at all times** of the welfare and protection of the young people involved. However, when an incident involving children or young people produced sexual imagery comes to a school's attention:

- The incident should be referred to the Designated Person as soon as possible;
- The Designated Safeguarding Lead should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);

- Parents should 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;

Immediate referral at the initial review stage should be made to Children's Social Care/Police if:

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

iv. Toolkits & Policies

- ODBST L3 Peer-on-Peer Abuse/Sexual Harassment and Violence Policy Guidance (2021)
- Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge they need to support young people with special educational needs anddisabilities.
- Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guidedesigned to explore problematic online sexual behaviour with 9-12 year olds.
- Childnet - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, thetoolkit contains links to useful information, resources and support, including practical tips to prevent HSB.
- NSPCC - Harmful sexual behaviour framework An evidence-informed frameworkfor children and young people displaying HSB.
- Contextual Safeguarding Network – Beyond Referrals - Schools levers foraddressing HSB in schools.

H. County lines (Child Drug Exploitation) including Modern Slavery

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office

Modern Human Slavery/Human Trafficking

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

1. A sometimes-overlooked avenue of child protection is that of human trafficking[2] which can be used where a child or young person (including those aged 18 or over) has been trafficked for the purpose of sexual exploitation. Under this legislation, it is an offence to arrange or facilitate the travel of another person with a view to their being exploited, whether or not the victim consents to the travel. This covers entering, departing or travelling within any country or when a child is moved from one city to another within the UK. The offence covers recruiting, transporting, transferring, harbouring, receiving or exchanging control of that person.

[2] To simplify and condense human trafficking offences, The Modern Slavery Act 2015 introduced one offence of human trafficking covering sexual and non-sexual exploitation. Trafficking Offences contained in the Sexual Offences Act 2003 and The Protection of Freedoms Act 2012 have now been repealed and replaced by the offence of Human Trafficking

2. The United Nations defines human trafficking as the recruitment, transportation, transfer, harbouring, or receipt of persons by improper means (such as force, abduction, fraud, or coercion) for an improper purpose including slavery, servitude and forced or compulsory labour, or sexual exploitation. It takes on many forms today:

    - Domestic Servitude - Employees working in private homes are forced or coerced into serving and/or fraudulently convinced that they have no option to leave.
    - Forced Labour - Human beings are forced to work under the threat of violence and for no pay. These slaves are treated as property and exploited to create a product for commercial sale.
    - Child Labour and enslavement — whether forced labour, domestic servitude, bonded labour or sex trafficking — of a child.
    - Sex Trafficking - Women, men or children that are forced into the commercial sex industry and held against their will by force, fraud or coercion.
    - Bonded Labour - Individuals that are compelled to work to repay a debt and unable to leave until the debt is repaid. It is the most common form of enslavement in the world.
    - Forced Marriage – Women and children who are forced to marry another person without their consent or against their will (see F). This is frequently underage and is linked to children missing from education (for details see H and ODST policy guidance)

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk**)**

I. Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertentlyor deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency,

working with regional and local policing. It aims to intervene where youngpeople are at risk of committing, or being drawn into, low level cyber-dependent offencesand divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NSPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

J. Domestic abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impactof domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

The statutory definition of domestic abuse ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance andsupport for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationshipsand parents experiencing child to parent violence/abuse)

K. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at riskof homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and inaccordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here

Bucks Home Choice - http://www.buckshomechoice.gov.uk/choice/

Aylesbury Vale District Council
The Gateway, Gatehouse Road, Aylesbury, Bucks HP19 8FF
Tel: 01296 585197

Chiltern District Council
King George V Road, Amersham, Bucks HP6 5AW
Tel: 01494 732013

South Bucks District Council
Capswood, Oxford Road, Denham, Bucks UB9 4LH
Tel: 01895 837200

Vale of Aylesbury Housing Trust
Fairfax House, 69 Buckingham Street, Aylesbury, Bucks HP20 2NJ
Tel: 01296 732600

Wycombe District Council
Queen Victoria Road, High Wycombe, Bucks HP11 1BB
Tel: 01494 421212

MK Housing: https://www.milton-keynes.gov.uk/housing
Milton Keynes
Civic Offices 1 Saxon Gate East Central Milton Keynes MK9 3EJ
01908 253481

L. So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

As a Trust we are aware of the cultural diversity of the community around our schools and seek to 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 linked to a belief in spirit possession on the part of their parent, carer or wider community.

We are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs and promote awareness through training and access to resources. Our staff will report

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

We support pupils, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support. Links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

i. Female Genital Mutilation FGM

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child safeguarding/protection structures, policies and procedures.

FGM is illegal in the UK. In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003.

Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- perform FGM in England, Wales or Northern Ireland (section 1 of the Act);
- assist a girl to carry out FGM on herself in England, Wales or Northern Ireland (section 2 of the Act); and
- Assist (from England, Wales or Northern Ireland) a non-UK person to carry out FGM outside the UK on a **UK national or permanent UK resident** (section 3 of the Act).

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police

ii. Forced marriages (FM)

FM is now a specific offence under s121 of the Anti-Social Behaviour, Crime and Policing Act 2014 that came into force on 16 June 2014.

A FM is a marriage conducted without the valid consent of one or both parties, and where duress is a factor. Forced marriage is when someone experiences duress to marry (physical, psychological, financial, sexual and emotional pressure (e.g. if someone is made to feel like they're bringing shame on their family). In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage.

In an arranged marriage, the families of both prospective spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement still remains with the couple.

FM is illegal in England and Wales. This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place);
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).

M. Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils. Education about relationships, sex and health can be important vehicles through which schools can teach pupils about mental health and wellbeing.

A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired

with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Resources

- Mental health and behaviour in schools
- Promoting children and young people's emotional health and wellbeing
- Rise Above

N. Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- 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.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

i. Extremism

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

ii. Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawninto terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative fromthe school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance

iii. Prevent **– (**The Counter Terrorism & Security Act 2015).

The Act places a Prevent duty on specified schools to have "due regard to the need to prevent people from being drawn into terrorism".

We are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Schools subject to the Prevent Duty will be expected to demonstrate activity in the following areas:

- Assessing the risk of children being drawn into terrorism;
- Demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies;

- Ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- Make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Expected to ensure children are safe from terrorist and extremist material when accessing the internet in school.

School staff receive training (Prevent awareness e-learning) to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation and our procedures are detailed in the 'ODBST Tackling Extremism & Radicalisation Policy'.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014). Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism.

The school governors, the Head Teacher and the Designated Safeguarding Leads (DSLs) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy. ODBST provides guidance on Prevent Risk Assessment processes and recording formats.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the Police must be contacted. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around PREVENT (020 7340 7264).

Thames Valley Police Prevent Officers

High Wycombe – PC Praveen Liyanage
prav.liyanage@thamesvalley.pnn.police.uk
07800 702 037

Milton Keynes - PC Rachel Mahon
rachel.mahon@thamesvalley.pnn.police.uk
07970 397 057

Aylesbury / Chiltern Vale – PC Jeffrey Singleton
jeffrey.singleton@thamesvalley.pnn.police.uk
07980 905 203

Guidance

http://www.bucks-lscb.org.uk/professionals/exploitation/prevent-radicalisation/

http://www.bucks-lscb.org.uk/wp-content/uploads/Professionals/Channel-Leaflet-FINAL-professionals-Jan17.pdf

https://www.milton-keynes.gov.uk/your-council-and-elections/council-information-and-accounts/equalities/prevent

O. Additional Information and Support

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website
- Tackling Child Sexual Abuse Strategy – Home Office policy paper
- Together we can stop child sexual abuse – HM Government campaign

Bullying

- Preventing bullying including cyberbullying - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance
- Care of unaccompanied and trafficked children – DfE statutory guidance
- Modern slavery: how to identify and support victims – HO statutory guidance

Drugs

- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- Drug and Alcohol education — teacher guidance & evidence review – PSHE Association website

"Honour Based Abuse" including FGM and forced marriage

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance
- Forced marriage - Forced Marriage Unit (FMU) statutory guidance
- FGM resource pack – HM Government guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

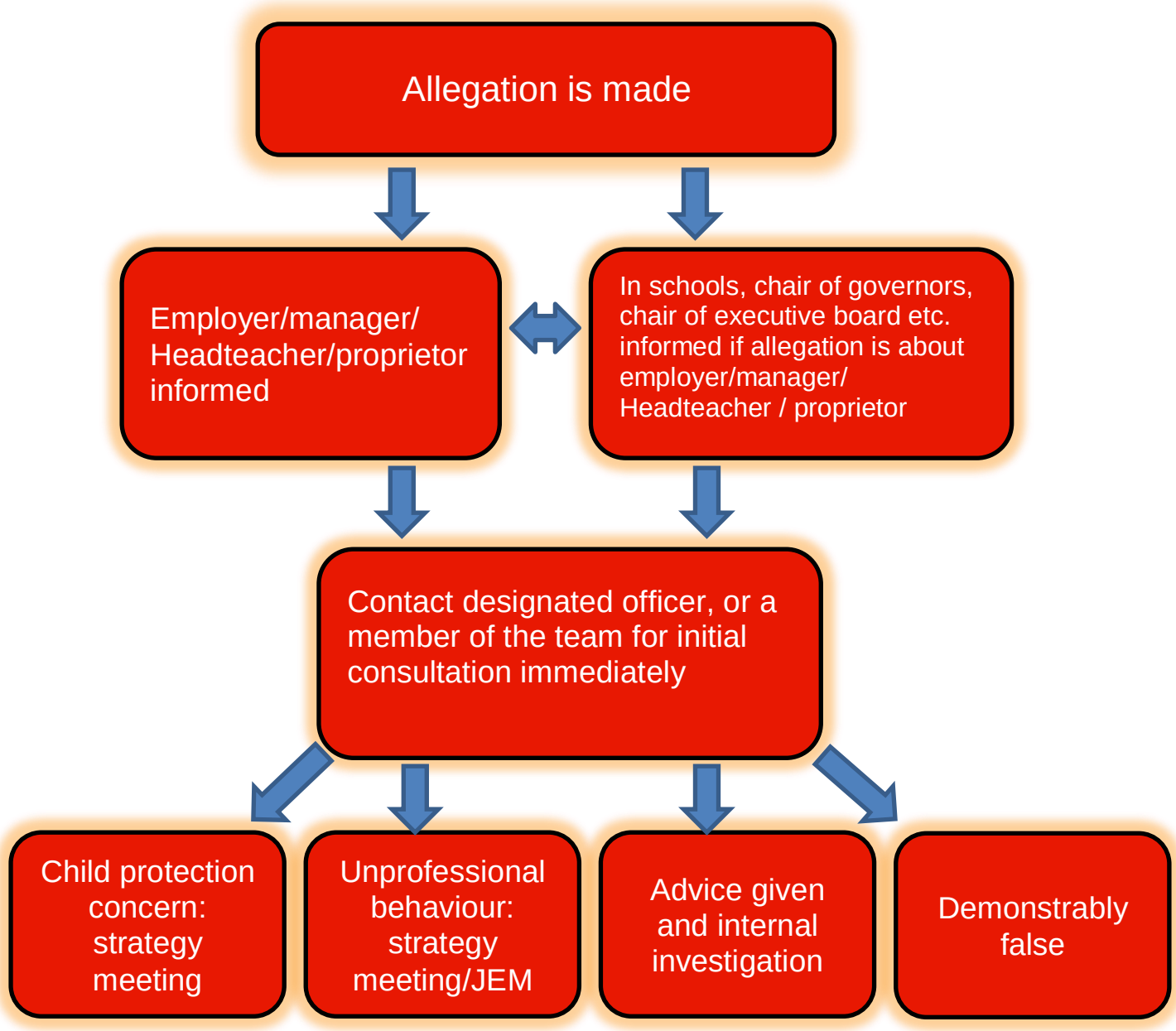
Violence

- Serious violence strategy - Home Office Strategy
- Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office
- Youth Endowment Fund – Home Office
- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges- DfE advice

Appendix B

Allegation flowchart

Below is a procedure to follow if you have a concern that a person who works with children and young people may have behaved inappropriately or you have received information that may constitute an allegation you must:



Please note JEM: Joint Evaluation Meeting

Buckinghamshire BSCB Safeguarding Children Board

Thresholds Document - Accessing Services for Children in Buckinghamshire

This document prints best on A3 paper V4 Sept 2018

	EARLY HELP		EARLY HELP TO TARGETED SERVICES	STATUTORY INTERVENTION
Threshold	**Universal Services Level 1**	**Additional Support Level 2**	**Complex Needs / Specialist / Child in Need Level 3**	**Acute / Child Protection Level 4**
The child or young person (including unborn)	**Has needs met within universal provision (e.g. Schools, GPs). May need limited intervention to avoid needs arising.**	**Has additional needs identified that can be met through a single agency response and partnership working**	**Has multiple needs requiring a multi-agency coordinated response with a lead professional**	**Has a high level of unmet and complex needs or is a child in need of protection**
	Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only			
	← **Children with disabilities will be represented across all 4 levels** →			
Circumstances and Key features	**Child's Developmental Needs** • Meeting developmental milestones • Has good emotional well-being and resilience • Forms and maintains healthy relationships / good bonding • Has a positive or developing sense of identity • Able to perform self-care duties as appropriate to age • Ability to protect self and be protected • Achieving learning targets • Good attendance **Parenting capacity** • Emotional warmth • Protected by carers • Secure and caring home • Receive and act on information, advice and guidance • Appropriate boundaries maintained **Family and environment** • Supportive relationships • Appropriate housing • Maintaining healthy lifestyle • Supportive networks • Access to positive activities • Adequate income	***In addition to Universal Services.....*** **Child's Developmental Needs** • Poor attachments • Language and communication difficulties • Disability or additional special needs • Absence / truancy / exclusions • Incidence of absence / missing from home • Potential for becoming NEET (not in education, employment or training) • Delay in meeting developmental milestones • Missing health checks / immunisations • Minor health problems • Early signs of offending / anti-social behaviour • Underage sexual activity • Early signs of substance misuse • Poor self-esteem / mental health issues • Teenage Pregnancy **Parenting capacity** • Inconsistent care arrangements • Poor supervision by parent / carer • Inconsistent parenting • Poor response to emerging needs • Historic context of parents / carers own childhood **Family and environment** • Young Carers • Poor parent / child relationships • Children of prisoners / parents with community orders • Bullying • Poor housing and poor home environment impacting on child's health • Community harassment / discrimination • Low income affects achievement • Poor access to core services • Risk of relationship breakdown • Concerns about possible domestic abuse • Risk of social exclusion • Risk of child sexual exploitation (CSE)	***Despite intervention at 2, evidence of continuing....*** **Child's Developmental Needs** • Child not meeting some of their developmental milestones • Displaying some signs of emotional and behavioural disorder • Chronic recurring health problems • Missed appointments affecting developmental progress • Disabilities affecting access to mainstream services • Teenage pregnancy • Risky sexual behaviour • Risk of entering youth justice system • Fixed term / permanent exclusions / no school place • Persistent absence from school • Missing from school / home regularly • Displaying extremist views • Continuing substance misuse • Very low self-esteem / eating disorders • High level mental health issues • Poor skills resulting in social exclusion • Poor / ill-fitting clothes **Parenting capacity** • Learning or physical disability impacts on parenting • Substance misuse • Mental health issues • Parental non-compliance / cooperation • Persistent poor / inconsistent parenting / care arrangements • Being prosecuted for offences under the Education Act • Historic context of parent / carers own childhood **Family and environment** • Domestic abuse • Overcrowding or temporary housing / hostel • Poverty / worklessness • Poor attachments • Socially excluded family / harassment / discrimination • Child being asked to undertake caring role of parent • Privately fostered child • No recourse to public funds • Transient families not accessing services • Significant risk of CSE	***Persistent/continued/severe...*** **Child's Developmental Needs** • Child not meeting developmental milestones • Non-organic failure to thrive • Displaying signs of emotional and behavioural disorder • Complex mental health problems including self-harm • Acute eating disorder – life threatening • Fixed term exclusions / permanent exclusions / no school place • Risk of entry into care system • Chronic persistent absence from school • No access to core services • Teenage parent / pregnancy under age 13 • Child sexual exploitation • Offending behaviour / entering youth justice system • Displaying harmful behaviours to other children • Engaging others in extremist views • Substance misuse severely impairing development **Parenting capacity** • Suspected / actual physical, emotional or sexual abuse or neglect • Parental encouragement of abusive / offending behaviour • Continuing poor supervision in the home • Parental non-compliance / disguised compliance • Inconsistent parenting affects child's developmental progress • Private fostering • Offences relating to Person who poses a risk of harm to children • Previous children removed **Family and Environment** • Domestic abuse resulting in child being at risk of significant harm • Combination of substance misuse / mental health issues / domestic abuse • Homeless child / young person / Family intentionally homeless • Community harassment / discrimination • Extreme poverty affecting child well-being • Child being asked to undertake caring role of parent • Forced marriage, Honour based Violence, Female Genital Mutilation • Child trafficking • Known CSE
What do I do next?	Go direct to universal service or use the Buckinghamshire Family Information Service (BFIS) for information on services: www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page	Consider Early Help offer – see BFIS website: www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page Referral to single agency to meet identified need.	Initiate a multi-agency early help response. Contact First Response using the Multi-Agency Referral Form (MARF) www.bucks-lscb.org.uk/concerned-about-child/ or 01296 383962	Contact First Response using the MARF www.bucks-lscb.org.uk/concerned-about-child/ or 01296 383962 Out of hours emergency duty team 0800 999 7677. Police 999 if at immediate risk.
Level of Assessment	Assessment by universal services as appropriate Child and Adolescent Mental Health Services (CAMHS) consultation	Outcomes Star Graded Care Profile CAMHS assessment	Outcomes Star Graded Care Profile Children and Family Assessment – Section 17 (Child in Need)* CAMHS assessment	Section 47 (child protection) enquiries* / Child protection plan Public Law Outline Section 31* Care proceedings Section 20* (provision of accommodation) CAMHS assessment Graded Care Profile
Examples of Services who provide interventions	Children's Centres Nurseries/ Schools/ Colleges Youth services Housing CAMHS Primary Health Services (GP, dentist, pharmacy, optician) Health Visitors - Universal School Nurses - Universal	Family Nurse Partnership Barnardos RUSafe Targeted Youth Service Children's Centre Outreach CAMHS Portage for children with special educational needs & disabilities Health Visitors - Universal Plus School Nurses - Universal Plus	Family Nurse Partnership Barnardos RUSafe CAMHS Family Resilience Service Health Visitors - Universal Partnership Plus School Nurses - Universal Partnership Plus	**Services that can undertake statutory non-voluntary interventions:** Social care / Police / Domestic Abuse Officers (Police) **Other Services:** Youth Offending Service (YOS) / CAMHS / Child & Adolescent Harmful Behaviour Service (CAHBS) / Junior and senior CATCH (Children & Teenager Community Help Service) / Barnardos RUSafe / School Nurses - Universal Partnership Plus / Health Visitors - Universal Partnership Plus

For a full directory of services and contact details, including further details of our Early Help offer visit the BFIS website www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page

*These refer to specific sections of the Children Act. Further details can be found in the BSCB Thresholds guidance.

Appendix D Threshold Document – Levels of need when working with children and families in Milton Keynes

Level 1

UNIVERSAL NEEDS: Children who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities or voluntary sector services.

DEVELOPMENT OF THE BABY OR CHILD

Health
- Physically well
- Nutritious diet
- Adequate hygiene and dress
- Developmental and health checks and immunisations up to date
- Developmental milestones & motor skills appropriate
- Good height/weight
- Sexual activity appropriate for age
- Good mental health

Emotional development
- Good quality early attachments
- Able to adapt to change
- Able to understand others' feelings

Behavioural developments
- Takes responsibility for own behaviour
- Responds appropriately to boundaries and constructive guidance
- Plays positively

Identity and self-esteem
- Positive sense of self and abilities
- Sense of belonging and acceptance by others
- Confident in social situations
- Can discriminate between safe and unsafe contacts

Family and social relationships
- Stable and affectionate relationships with carers
- Good relationships with siblings and peers
- Developing independent and self care skills

Learning
- Access to books and toys
- Acquires a wide range of skills and interests
- Enjoys and participates in learning activities
- Has experiences of success and achievement
- Sound links between home and school
- Planning for career and adult life

PARENTS & CARERS

Basic care, safety and protection
- Provide for child's physical needs, *eg* food, drink, appropriate clothing, medical and dental care
- Protection from danger or significant harm, in the home and elsewhere

Emotional warmth and stability
- Shows warm regard, praise and encouragement
- Ensures stable relationships
- Provides consistency of emotional warmth over time

Guidance, boundaries and stimulation
- Encourages learning and development through interaction and play
- Enables child/young person to experience success
- Ensure the child can develop a sense of right and wrong
- Child/young person accesses leisure facilities as appropriate to age and interests

FAMILY & ENVIRONMENT ELEMENTS

Family functioning and well-being
- Good relationships within family, including when parents are separated
- Sense of wider family, friends and community, networks

Housing, work and income
- Accommodation has basic amenities and appropriate facilities, and can meet family needs
- Parents/carers able to manage the working or unemployment arrangements
- Managing budget to meet individual needs

Social and community including education
- Family feels part of the community
- Good social and friendship networks exists
- Community is generally supportive of families with children/young people

Level 2

ADDITIONAL NEEDS: Children whose needs require some extra support. A single universal or targeted service or two services are likely to be involved; there is not a 'team around the family' and a Lead Professional is not required.

DEVELOPMENT OF THE BABY OR CHILD

Health
- Inadequate diet, *eg* no breakfast
- Missing immunisations/checks
- Child is susceptible to persistent minor health problems or accidents
- Slow in reaching developmental milestones
- Minor concerns re diet, hygiene, clothing
- Weight not increasing at rate expected, or obesity
- Dental care not sufficient
- Vulnerable to emotional problems, perhaps in response to life events such as parental separation *eg* child seems unduly anxious, angry or defiant
- Early sexual activity or awareness
- Experimenting with tobacco, alcohol or illegal drugs
- Frequent accidents or A & E attendance or admissions to hospital

Emotional development
- Some difficulties with family relationships
- Some difficulties with peer group relationships and with adults, *eg* 'clingy', anxious or withdrawn
- Some evidence of inappropriate responses and actions
- Starting to show difficulties expressing empathy
- Limited engagement in play with others
- Victim of abuse, but risk now managed

Behavioural development
- Not always able to understand how own actions impact on others
- Finds accepting responsibility for own actions difficult
- Responds inappropriately to boundaries and constructive guidance
- Finds positive interaction difficult with peers in unstructured contexts

Identity and self-esteem
- Some insecurities around identity expressed *eg* low self-esteem
- May experience bullying around difference
- May be perpetrating bullying behaviour
- Child can be over friendly or withdrawn with strangers
- Child/young person provocative in behaviour/appearance *eg* inappropriately dressed for school

Family and social relationships
- Lack of positive role models
- Child has some difficulties sustaining relationships
- Unresolved issues arising from parents' separation, step parenting or bereavement

Self-care skills and independence
- Disability limits amount of self-care possible
- Not always adequate self-care, *eg* poor hygiene
- Child slow to develop age-appropriate self-care skills

Learning
- Have some identified learning needs that result in a school level response
- Language and communication difficulties
- Poor punctuality/pattern of regular school absences
- Not always engaged in play/learning, *eg* poor concentration
- Not thought to be reaching his/her education potential
- Reduced access to books/toys
- Home-School links not well established
- Limited evidence of progression planning
- At risk of making poor decision about progression
- Limited participation of young person in education, employment or training

PARENTS AND CARERS

Basic care, safety and protection
- Basic care is not provided consistently
- Haphazard use of safety equipment *eg* fireguards
- Parent/carer engagement with services is poor
- Parent/carer requires advice on parenting issues
- Some concerns around child's physical needs being met
- Young, inexperienced parents
- Teenage pregnancy
- Inappropriate child care arrangements and/or too many carers
- Some exposure to dangerous situations in the home or community
- Unnecessary or frequent visits to doctor/casualty
- Parent/carer stresses starting to affect ability to ensure child's safety

Emotional warmth and stability
- Inconsistent responses to child/young person by parent/carer
- Parents struggling to have their own emotional needs met
- Child/young person not able to develop other positive relationships
- Child/young person's key relationships with family members not kept up
- Starting to show difficulties with attachments

Guidance, boundaries and stimulation
- Parent/carer offers inconsistent boundaries
- Lack of routine in the home
- Child/young person spends considerable time alone *eg* watching television
- Child/young person is not often exposed to new experiences; has limited access to leisure activities
- Child/young person can behave in an anti-social way in the neighbourhood, *eg* petty crime

FAMILY AND ENVIRONMENT ELEMENTS

Family functioning and well-being
- Parents/carers have some conflicts or difficulties that can involve the child/young person
- A child or young person has experienced loss of significant adult, *eg* through bereavement or separation
- Parent/carer has physical/mental health difficulties
- A child/young person is taking on a caring role in relation to their parent/carer, or is looking after younger siblings
- Privately fostered
- Adopted
- Limited friends and family support
- Child looked after by many different adults

Housing, work and income
- Poor housing
- Some problems over basic facilities
- Family seeking asylum or refugees
- Periods of unemployment of parent/carer
- Parents/carers have limited formal education
- Low income
- Financial/debt problems
- No recourse to public funds

Social and community including education
- Family new to the area or with limited contact with community members
- Some social exclusion or conflict experiences; low tolerance
- Community characterised by negativity towards children/young people
- Difficulty accessing community facilities

Level 3

CONSIDERABLE: Children whose needs are more complex. This refers to the range, depth or significance of needs. More than one service often needed, with a 'Team around the Family' and Lead Professional. Children and Families Practices often involved.

DEVELOPMENT OF THE BABY OR CHILD

Health
- Concerns re diet, hygiene, clothing
- Child has some chronic/recurring health problems, not treated, or badly managed
- Missing routine and non-routine health appointments
- Weight gain becoming a cause of concern – below 3rd centile
- Limited or restricted diet, *eg* no breakfast, no lunch money
- Concerns about developmental progress, *eg* overweight/ underweight, bedwetting/soiling
- Developmental milestones are unlikely to be met
- Dental decay
- Smokes/other regular substance misuse
- 'Unsafe' sexual activity
- Learning significantly affected by health problems
- Significant speech language difficulties/delay or disordered development
- Child has significant disability
- Mental health issues emerging *eg* conduct disorder, ADHD, anxiety, depression, eating disorder, self-harming
- Frequent accidents
- Clothing is regularly unwashed or unsuitable
- Presentation (including hygiene) significantly impacts on all relationships
- Child lacks confidence or is watchful or wary of carers/people
- May be aggressive in behaviour/appearance

Family and social relationships
- Relationships with carers characterised by inconsistencies
- Child has lack of positive role models
- Child appears to have undifferentiated attachments
- Misses school or leisure activities
- Involved in conflicts with peers/siblings
- Lack of friends/social network
- May have previously had periods of LA accommodation
- Concerns of absences from home without parental consent
- Emerging behaviours which could suggest Child Exploitation
- Emerging behaviours which could suggest a risk of radicalisation

Self-care skills and independence
- Disability prevents self-care in a significant range of tasks
- Child takes little or no responsibility for self-care tasks compared with peers
- Child lacks a sense of safety and often puts him/herself in danger
- Child is main carer for family member

Learning
- Identified learning needs that are being addressed at school level.
- Regular underachievement causing concern at school
- Poor nursery/school attendance and punctuality
- Poor home-nursery school link
- Some fixed-term exclusions
- Very limited interests/skills displayed
- Not in education (under 16)
- Not in education, employment, or training post-16

Emotional development
- Poor peer relationships difficulty sustaining relationships
- Child/young person finds it difficult to cope with or express emotions *eg* anger, frustration, sadness, grief
- Sexualised behaviour
- Significant difficulties with managing change
- Child appears regularly anxious, stressed or phobic
- Caring responsibilities affecting development

Behavioural development
- Does not accept responsibility for own actions; finds it hard to understand how own actions impact on others or learn from consequences
- Disruptive/challenging behaviour at school, home or in the neighbourhood
- Starting to commit offences/re-offend
- Interacts negatively with peers in learning and play contexts
- Child/young person is withdrawn, isolated/unwilling to engage
- Concerns of absences from home without parental consent
- Emerging behaviours which could suggest child exploitation*
- Indecent images **child-to-child**

Identity and self-esteem
- Child subject to persistent discrimination, *eg* racial, sexual or due to disabilities
- Demonstrates significantly low self-esteem/confidence in a range of situations
- Victim of crime or bullying
- Signs of deteriorating emotional well-being/mental health
- May not discriminate effectively with strangers

PARENTS AND CARERS

Basic care safety and protection
- Parent/carer is struggling to provide adequate care
- Parents have found it difficult to care for previous child/young person
- Inappropriate care arrangements
- Instability and domestic violence in the home
- Parent's mental health problems or substance misuse significantly affect care of child/young person
- Non-compliance of parents/carers with services
- Practitioners have serious concerns
- Experiencing unsafe situations
- Child/young person caring for siblings/parent
- Child/young person perceived to be a problem by parents
- Child/young person may be subject to neglect
- Child/young person previously looked after by Local Authority

Emotional warmth and stability
- Child receives erratic or inconsistent care
- Child has episodes of poor quality care
- Parental/carer instability/emotional needs affects capacity to nurture
- Some relationship difficulties
- Child has no other positive relationships
- Child has multiple carers; may have no significant relationship to any of them
- Child has been 'Looked After' by the Local Authority

Guidance, boundaries and stimulation
- Erratic or inadequate guidance provided
- Parents struggle/refuse to set effective boundaries *eg* too loose/tight/physical chastisement
- Child/young person behaves in anti-social way in the neighbourhood
- Parent/carer does not offer a good role model, *eg* by behaving in an anti-social way
- Child not receiving positive stimulation, with lack of new experiences or activities
- Child/young person under undue parental pressure to achieve/aspire

FAMILY AND ENVIRONMENT ELEMENTS

Family functioning and well-being
- Incidents of domestic violence between parents/carers
- Acrimonious divorce/separation
- Family has serious physical and mental health difficulties
- Family has poor relationship with extended family or little communication
- Family is socially isolated

Housing, work and income
- Poor state of repair, temporary or overcrowded, or unsafe
- Living in interim accommodation
- Experiencing frequent moves
- Intentionally homeless
- Parents/carers experience stress due to unemployment or 'overworking', may be impacting on other aspects of family life *eg* marital relationship
- Parents/carers find it difficult to obtain employment due to poor basic skills
- Serious debts/poverty impact on ability to have basic needs met
- Low income plus adverse additional factors *eg* up to borrowing limit of Social Care Fund
- Rent arrears put family at risk of eviction or proceedings initiated

Social and community including education
- Parents/carers socially excluded/isolated
- Lack of a support network
- Low community support for families
- Acrimonious relationships within community
- Poor quality access to universal and targeted services
- Concerns expressed by others

Level 4

SPECIALIST NEEDS: Children with complex and enduring needs which cross many domains. More than one service needed, with a 'Team around the Family' and Lead Professional, commonly in a statutory role. At times statutory intervention may be required.

DEVELOPMENT OF THE BABY OR CHILD

Health
- Child/young person has severe/chronic health problems
- Child/young person's weight and height both under the 0.4th centile
- Other developmental milestones unlikely to be met; failure to thrive
- Lack of food may be linked with neglect
- Refusing medical care endangering life/development
- Seriously obese
- Dental decay and no access to treatment
- Persistent and high risk substance misuse
- Dangerous sexual activity and/or early teenage pregnancy
- *Child sexual/criminal exploitation
- **Suspected imminent risk of FGM (female genital mutilation)
- Sexual abuse
- Self-harming
- Non-accidental injury
- Acute mental health problems *eg* severe depression, threat of suicide, psychotic episode
- Physical/learning disability requiring constant supervision

Identity and self-esteem
- Child/young person experiences persistent discrimination; internalised and reflected in poor self-image
- Failed Education Supervision Order – three prosecutions for non-attendance; family refusing to engage
- Socially isolated and lacking appropriate role models
- Alienates self from others
- Bullying
- Lack of confidence is incapacitating
- Victim of crime; may fear persecution by others
- Poor and inappropriate self-presentation
- Child/young person likely to put self at risk
- *Child sexual/criminal exploitation
- Evident mental health needs

Family and social relationships
- Repeated missing persons episodes
- Relationships with family experienced as negative ('low warmth, high criticism')
- Disclosure of abuse from child/young person
- Evidence of significant harm or neglect
- Disclosure of abuse/physical injury caused by a professional

Emotional development
- Puts self or others in danger *eg* missing from home
- Severe emotional/ behavioural challenges
- Unable to connect cause and effect of own actions
- Unable to display empathy
- Suffers from periods of severe depression
- Self-harming or suicide attempts

Behavioural development
- Unable to determine boundaries, roles and responsibilities appropriately
- Cannot maintain peer relationships *eg* is aggressive, bully, bullied
- Regularly involved in anti-social/criminal activities
- Repeated missing persons episodes
- Prosecution of offences resulting in court orders, custodial sentences, ASBOs
- Non-compliant or poor response to support

PARENTS AND CARERS

Basic care, safety and protection
- Parents/carers unable to provide 'good enough' parenting that is adequate and safe;
- Parent/carer's mental health or substance misuse significantly affect care of child
- Parents/carers unable to care for previous children
- Instability and violence in the home continually
- Parents/carers involved in crime
- Parents unable to restrict access to home by dangerous adults
- Parents/carers own needs mean they are unable to keep child/young person safe
- Chronic and serious domestic violence involving child/young person
- Unexplained injuries
- Parents not engaging with professionals
- Allegation or reasonable suspicion of serious injury, abuse or neglect.
- Unable to manage severe challenging behaviour without support –high risk of family breakdown
- Suspected/evidence of fabricated or induced illness
- Unable to meet child/young person's physical or emotional needs
- Disclosure from parent of abuse to child/young person
- Escalating or serious domestic violence

Emotional warmth and stability
- Parents/carers inconsistent, highly critical, rejecting or apathetic towards child
- Family life chaotic
- Child/young person beyond parental/carers' control
- Parent's own emotional experiences impacting on their ability to meet child/young person's needs
- Child has no-one to care for him/her
- Child/young person threatened with rejection from home
- Requesting young child be accommodated

Guidance, boundaries and stimulation
- No effective boundaries set by parents/carers
- Multiple carers with no consistency
- Child regularly behaves in an anti-social way in the neighbourhood
- No constructive leisure time activities or guided play

FAMILY AND ENVIRONMENT ELEMENTS

Family functioning and well-being
- Significant parental/carer discord and persistent domestic violence
- Family characterised by conflict and serious chronic relationship difficulties
- History of rejection
- Poor relationships between siblings and wider family
- No effective support from extended family
- Destructive/unhelpful involvement from extended family
- Child/young person has been identified as a child/young person in need, but parents/carers have refused support
- Family involved in criminal activity; parent or sibling has received custodial sentence
- Individual posing a risk to children in, or known to household
- Unsafe home environment
- Family home used for drug taking, prostitution, illegal activities

Housing, work and income
- Homeless - or imminent
- Housing dangerous or seriously threatening to health
- Physical accommodation places child in danger
- Chronic unemployment that has severely affected parents' own identities
- Rejection by a parent/carer; family no longer want to care for - or have abandoned - child/young person
- Periods accommodated by Council
- Family breakdown related to child's behavioural difficulties
- Subject to physical, emotional or sexual abuse or neglect
- Child sexual/criminal exploitation*
- Suspected imminent risk of FGM (female genital mutilation)**
- Child is main carer for family member
- Suspected imminent risk of Forced Marriage
- Suspected imminent risk of honour-based violence
- Suspected imminent risk of radicalisation

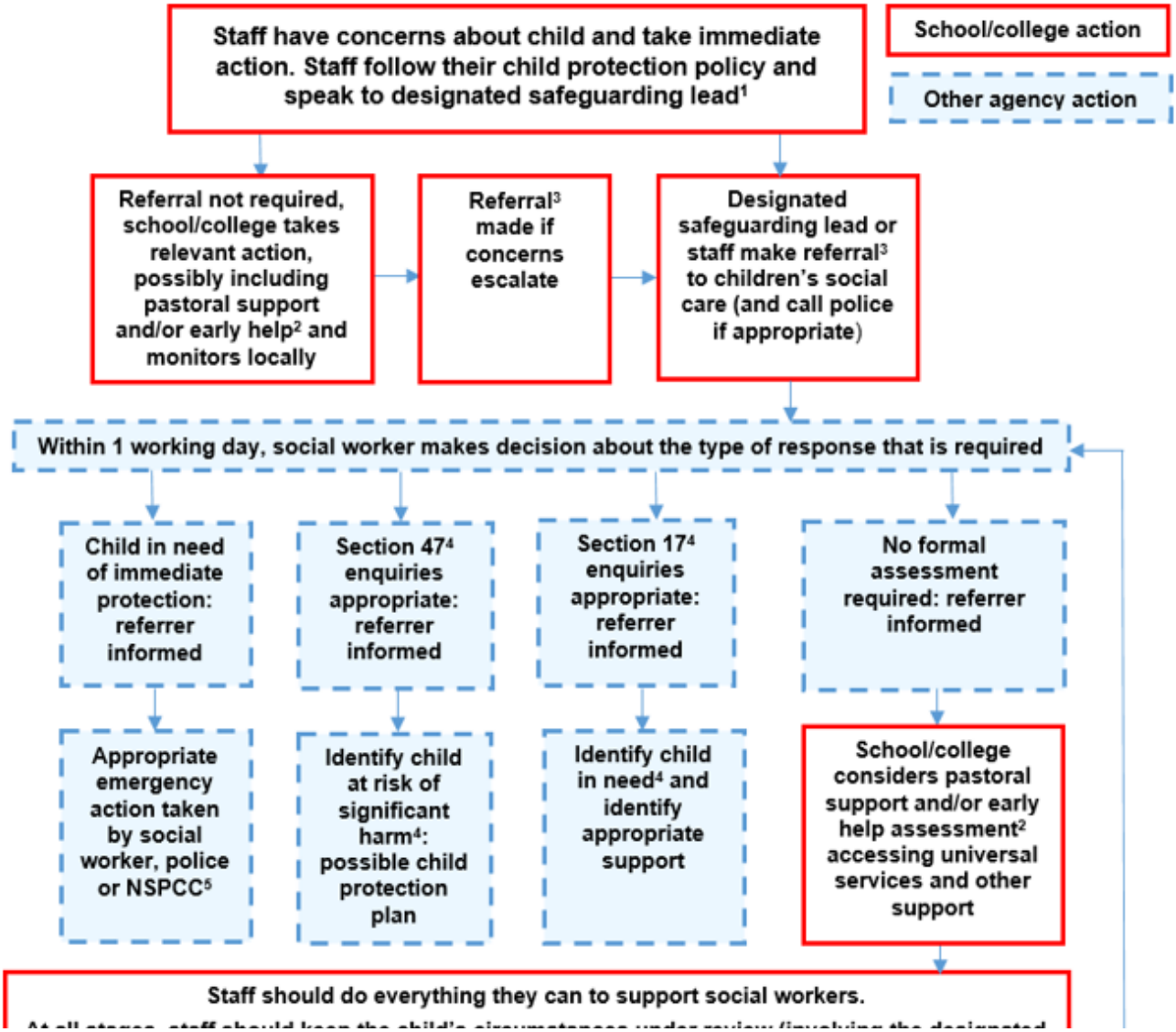
Self-care skills and independence
- Severe disability – child/young person relies totally on other people to meet care needs
- Child neglects to use self-care skills due to alternative priorities, e.g. substance misuse

Learning
- Puts self or others at risk through behaviour
- Family unable to gain employment due to significant lack of basic skills or long-term substance misuse
- Extreme poverty/debt impacting on ability to care for child
- No expectation that young person will work

Social and community including education
- Family chronically socially excluded
- No supportive network
- Community are hostile to family

Appendix E Concerns flow chart

Actions where there are concerns about a child (flowchart)



[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of KCSiE 2021.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children. [5] This could include applying for an Emergency Protection Order (EPO).

Appendix F Child Protection Records held within a setting

Child Protection Records [3]held within Settings

This section provides guidance to schools and other educational establishments on record keeping, to enable the designated member of staff with a responsibility for child protection to ensure that all child protection information and concerns are kept in an appropriate and useful manner.

Deficiencies in record keeping have been identified by several child death enquiries as a problem area that requires attention from all agencies.

KCSiE highlights the benefits of a separate file for each child and structuring your recording with a clear and comprehensive summary of the concern, details of follow-up and resolution then any actions taken and the outcome for the child.

Good record keeping is essential in safeguarding the welfare of children and young people, particularly with regards to children/young people who are subject to child protection plans or who are identified as vulnerable. For this reason, it is advisable to carry out a regular audit of all child protection information kept in school, to ensure that procedures are being followed correctly.

1**. What kind of information should be recorded?**

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person, (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court). Notes do not have to be officially (or beautifully!) presented. The important thing is that they are:

- Factual
- Using a child's own words where possible
- A record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

If a referral is made to the Assessment Team or Thames Valley Police, Child Abuse Investigation Unit a written record of all concerns held should be sent and a copy of the referral should be kept by the school.

Nagging Doubts about a Child's Safety and Welfare

Sometimes, things which seem to be insignificant or trivial at the time turn out to be vital pieces of information later.

A record should be made of any information, including hearsay and 'nagging doubts', which give you cause for concern about a child. Much of this information may not appear to be very significant on

[3] Where this policy refers to 'records' these may be securely stored paper records or through a password-protected software package designed for recording safeguarding issues.

its own, but it could contribute to a 'jigsaw' picture of abuse that should not be ignored. Remember no concern is too small

If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried. Record these concerns on the same record of concern form for your records.

It is crucial that actions and outcomes are recorded on these forms, including any consultation that has been carried out with any other professionals.

2. How should notes and reports be made?

It is impossible to say, at the time of making a child protection note, who will eventually have access to it, or when. It may be consulted months or even years after it was written. Always bear in mind that someone who is a complete stranger to you and your school may need to read your record at some stage in the future.

Ideally, logs of incidents should be typed. If handwritten, notes should be clearly legible and written in ink. All notes and reports must contain the following:

- Date of the incident
- Date and time of the record being made
- Name and date of birth of the child(ren) concerned
- A factual account of what happened, and the location where the incident took place (keeping it in the child's words)
- A note of any other people involved e.g. as witnesses
- Questions that the adult asked (remember do not ask leading questions)
- Action taken, and any future plans e.g. monitor and review
- Any other agencies informed:
    - Names,
    - Dates,
    - Times of anyone spoken to.
- Printed name of the person making the record
- Job title of the person making the record
- Signature (print name alongside)

The source of the information should be identified e.g. 'Mrs Bell, a midday supervisor, informed me that…' Or 'I saw John in the playground at break time….'

Information should be factual or based on fact. Record what you saw, heard etc. and try not to be vague or woolly (e.g. 'Jenny was crying and rocking' rather than 'Jenny was upset')

Opinion is acceptable provided that you can give some justification for holding it (e.g. 'Sam ran and hid under the table when his mother arrived to take him home and clung to me when I tried to get him out. He appeared to be frightened.')

Make a note of what you have done with the information (e.g. 'I consulted the Headteacher, Mr Wilson, and he said he would…')

Try to avoid specialist jargon (e.g. 'he is SAP') which someone from another agency would not necessarily understand, right the information in full (School Action Plus)

Records and Reports for Child Protection Conferences

Reports prepared for Child Protection Conferences should focus on the child's:

- Educational Progress and Achievements
- Attendance
- Behaviour
- Participation
- Relationships with other children and young people
- Appearance, (where appropriate)
- Interaction with other children and adults

If relevant, reports should include what is known about the child's relationships with his or her family and the family structure. Reports should be objective and based on evidence. They should distinguish between fact, observation, allegation and opinion.

Settings should:

- Make reports available to the child's parents prior to the Child Protection Conference unless to do so would place the child at risk of significant harm
- Provide written reports to the Child Protection Conference
- Arrange for an appropriate person from the school to attend the Child Protection Conference

3. Where should child protection information be kept?

The child protection file should contain all reports, notes and correspondence referring to a child. This should be kept in one secure place e.g. a locked filing cabinet in the Designated Safeguarding Lead's office or on a password protected software package. Files on extended family members should be kept together and cross-referenced. This file should be kept separate to the child's educational school record.

A note or symbol (e.g. a blue star) should be placed on the cover of the school file for the child, indicating that there is a child protection file relating to the child. All staff who may need to consult the child's school file should be made aware what the symbol means, and who to consult if they see it.

4. Who should have access to child protection information?

Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the welfare of the child is paramount.

School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It would be unlikely that every member of staff would need to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. The school report to the child protection conference should be shared with the parent(s) before the conference takes pace. All information must be shared with Social Worker

and/or Police and Health, as appropriate, where there is concern that a child is at risk of significant harm.

Child protection information should not ordinarily be shared with agencies other than these statutory agencies e.g. information should not be released to solicitors etc. Where such a request is made, it is best to seek further advice and guidance from the relevant LADO team (see section 11).

The Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the school may be required to provide its child protection records.

5. What should happen to the information when a child leaves the school/ How long should information be kept?

If the child is moving to another school, the complete child protection file should be sent, under separate cover from the regular school file. It should be marked 'Confidential, Addressee Only', and should go to the Head Teacher or designated safeguarding lead of the receiving school. Where a pupil of 16+ years is taking up a college place, the file should be sent to the designated safeguarding lead for the receiving college or further education establishment. All relevant information including nagging doubts should be shared.

Where a pupil leaves with no FE place identified, the file should be retained at the school until the child's 24th birthday. There is no need to keep a copy of material sent to a new school unless, at the discretion of the designated person, there are exceptional reasons for doing so.

The following form, copies onto school headed paper can be used to prove that a CP file has been passed on and accepted by the new setting:

<table>
<tr><td colspan="2">School name:</td></tr>
<tr><td colspan="2">Child's name:</td></tr>
<tr><td>Date:</td><td>Person transferring file:</td></tr>
<tr><td colspan="2">By signing this form, I am confirming that I have received the safeguarding/CP file for the above-named person who is now on role at our setting.

Print name: Signature:</td></tr>
</table>

Copies of child protection information should be kept by the final school placement until the child's date of birth + 25 years.

Information of a child protection nature relating to an allegation against a member of staff, including where the allegation is unfounded, should be kept until the person's normal retirement age or 10 years from the date of the allegation if that's longer.

6. Sharing Information with other Schools/Agencies

Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. Any relevant child protection information coming to light should be carefully logged.

If a child protection file has been started for a child who then moves school, the entire contents of the file should be sent to the receiving school/college.

The information should be sent under separate cover to the school file, in a sealed envelope to the Headteacher, marked 'Strictly Confidential'.

If a child moves without a forwarding address for home and school and no contact is received from a new school the county's Missing Pupil Procedures should be followed.

Where a child is removed from roll to be educated at home the school's child protection file should be copied to the Local Authority as soon as possible.

Remember:

- Monitor the child and record observations as factually as possible.
- A direct disclosure from a child or young person should be referred immediately to the appropriate social work team.

Appendix G Safer Recruitment

The principles of Safer Recruitment are an essential foundation to establishing a safe environment for pupils, ensuring those unsuitable to work with children are identified and tackled before they become part of your school community. This includes:

i. Recruitment and selection process
ii. Pre-appointment vetting checks, regulated activity and recording information
iii. Prohibitions, directions, sanctions and restrictions
iv. Other checks that may be necessary for staff, volunteers and others
v. The legal reporting duties on employers

Keeping Children Safe in Education (KCSiE) 2021 updates the requirement for all education providers to have in place a Code of Conduct (ODBST model available) which support staff to understand acceptable boundaries to their behaviours both onsite and in their daily lives generally including their use of technology and social media.

This should be informed by the revised guidance offered by the Safer Recruitment Consortium – Sept 2019 ("Guidance for safer working practice for staff working with children and vulnerable adults") and ODBST will support both the individual job description and the individual educational settings to ensure these are is compliant.

ODBST also provides a safer recruitment policy that schools should follow to ensure they comply fully with the requirements of KCSiE 2021

ODBST policies are clear about what constitutes practices that are "safe" and "unsafe". Practice and our robust well thought out Code of Conduct offers better protection for all, staff, pupils and families.

Part 3 of Keeping Children Safe in Education 2021 clearly details the responsibilities held by schools for ensuring safer recruitment processes are in place and robustly adhered to.

ODBST expects safer recruitment processes to be followed irrespective of who the candidate might be or what schools think you might know of the candidate. ODBST officers have suitable resources and materials to support ODBST schools through the recruitment process including job descriptions, person specifications and interview/recruitment materials designed to support this aspect.

The ODBST Human Resources Manager will support Head Teachers and governors through the safeguarding aspects of the recruitment process.

i. Recruitment and selection process

As part of the Trust's safeguarding culture, it is important that governors adopt robust recruitment procedures that deter and prevent people who are unsuitable to work with children from applying for or securing employment, or volunteering opportunities in schools and colleges. This includes the processes and working for:

- Adverts
- Application forms
- Shortlisting processes
- Previous employment history
- References

- Interview/selection activities and questioning

Regulations require local governing bodies to ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

ii. Pre-appointment vetting checks, regulated activity and recording information

The correct pre-appointment checks will help identify whether a person may be unsuitable to work with children (and in some cases is legally prohibited from working with children and/or working as a teacher). They should be seen as the part of a wider safeguarding regime which will carry on following appointment. All Schools and colleges must:

- verify a candidate's **identity** by checking the name on their birth certificate
- obtain an enhanced **DBS check** (including children's barred list information, for those who will be engaging in regulated activity with children).
- obtain a separate children's **barred list check** if an individual will start work in regulated activity with children before the DBS certificate is available;
- verify the candidate's **mental and physical fitness** to carry out their work responsibilities.
- verify the person's **right to work in the UK**, including EU nationals.
- Check if the person has lived or worked outside the UK,
- Verify professional **qualifications,**
- check that a candidate taking up a management position is not subject to a **section 128** direction
- any applicant to be employed to carry out teaching work is not subject to a **prohibition order** issued by the Secretary of State
- any individuals employed to work in reception classes, or in wraparound care for children up to the age of 8, are not **disqualified** from working in these settings

The Single Central Record (SCR) of a school should provide an auditable means to evidence the principles of safer recruitment have been adhered to i.e. evidence of identity, DBS and Border Agency checks carried out, take-up of references, photographic ID, checks carried out on the Prohibited Orders list, etc. Schools should refer to the ODBST guidance on SCRs or seek support from the ODBST HR Manager.

iii. Prohibitions, directions, sanctions and restrictions

The ODBST HR Service will support checks for the following:

- Secretary of State teacher prohibition, and interim prohibition orders
- Historic General Teaching Council for England (GTCE) sanctions and restrictions
- Secretary of State section 128 direction
- TRA, prohibitions, directions, sanctions and restrictions
- European Economic Area (EEA) regulating authority teacher sanctions or restrictions
- Childcare disqualification

iv. Other checks that may be necessary for staff, volunteers and others

- Individuals who have lived or worked outside the UK
- Agency and third-party staff (supply staff)

  Schools and colleges must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the

enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college would otherwise perform.

- Trainee/student teachers

  Where applicants for initial teacher training are salaried by the school or college, the school or college must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including barred list information) must be obtained.

  Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks. Schools and colleges should obtain written confirmation from the provider that it has carried out all pre-appointment checks.

- Volunteers

  A volunteer in respect of whom no checks have been obtained will never be left unsupervised or allowed to work in regulated activity.

  Volunteers who, on an unsupervised basis teach or look after children regularly or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. The school should obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity.

  Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, schools and colleges may conduct a repeat DBS check (which should include barred list information) on any such volunteer should they have concerns.

  The school should undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. In doing so they should consider:

    - the nature of the work with children;
    - what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
    - whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
    - whether the role is eligible for an enhanced DBS check;

  Details of the risk assessment should be recorded.

- Contractors

  Where schools use contractors to provide services, they should set out their safeguarding requirements in the contract between the organisation and the school or college. They should ensure that any contractor, or any employee of the contractor, who is to work at the school or college, has been subject to the appropriate level of DBS check. Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

For contractors who are not engaging in regulated activity relating to children, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check (not including children's barred list information) will be required

- Trustees
  In the case of an academy trust, the trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees.
  The ODBST SCR for Trustees and centrally employed staff must be available for inspection by those statutorily allowed access to this record and should be a part of the school's SCR.

v. The legal reporting duties on employers

Governing bodies and Trustees should ensure they have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. They should consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care for:

- Existing staff
- Duty to refer to the Disclosure and Barring Service
- Duty to consider referral to the Teaching Regulation Agency
- Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors

Appendix H Briefing for temporary and supply staff (copyonto school headed notepaper)

For supply staff and those on short contracts in Christ The Sower Ecumenical Primary School

	Name	Photo
The designated safeguarding lead for child protection in this school	Lorraine Quirk	
Additional Designated Safeguarding Lead(s):	Mandy Robertson Saeeda Wilson-Andoh	
Head Teacher:	Lorraine Quirk	
Designated Teacher for looked after, or previously looked after children	Lorraine Quirk	
Trust Designated Safeguarding Lead	David Cousins	Mobile: 07884 667040 Home: 01628 440940 david.cousins@oxford.anglican.org
Safeguarding Trustee	Malcolm Peckham	Mobile: 07598 701817 malcolmpeckham@btinternet.com

While working in Christ The Sower school, you have a duty of care towards the children/pupils/pupils here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), named above. If you have **any** concerns about a child's welfare, you should act on them **immediately**

This is not an exhaustive list, but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental

- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, in the staff room.

Remember, if you have a concern, discuss it with the DSL.

'It is everyone's business: Working together to prevent harm and abuse'

Appendix I COVID Guidance - Ssupplementary DfE Safeguarding guidance 17 August 2021

Actions for schools during the coronavirus outbreak

Published 2 July 2020 Last updated 17 August 2021

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Policy Adjustments pursuant to DfE guidance 27th July 2021

COVID-19 school closure arrangements for
Safeguarding and Child Protection at
Christ the Sower Ecumenical Primary School

Context

From September 2021 all ODBST schools 2will reopen for all pupils. There are no restrictions on class sizes and rules around shielding suspended. Parents were asked to ensure that their children attended regularly and the attendance requirements reinforced.

Additional guidance and regulation continue to cover infection risks, the routines for symptomatic pupils and staff and the contact and support from Public Health England (PHE) for the decision making process when positive test outcomes were received. A flow-chart for this now guides our actions.

However, there is still the possibility for pupils, classes and indeed whole schools to be shut down for periods due to a positive COVID outbreak. The national picture also allows for Department of Health direction for regional lock-downs which could close all schools in an area. As such the residual responsibilities for pupils around safeguarding should remain clearly understood and procedures to ensure the safety and security of children and young people are clear.

This addendum of the Christ the Sower Safeguarding and Child Protection policy applies to pupils of the school when they are unable or directed not to attend by reason of local or regional COVID cases and as a result, work from home using virtual learning platforms.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Lorraine Quirk	01908 867356	school@ctsmk.org.uk
Deputy Designated Safeguarding Lead	Mandy Robertson	01908 867356	school@ctsmk.org.uk
Headteacher	Lorraine Quirk	01908 867356	school@ctsmk.org.uk
Chair of Governors	Janet Hatfield	01908 867356	school@ctsmk.org.uk
Trust Designated Safeguarding Lead	David Cousins	Mobile: 07884 667040 Home: 01628 440940	david.cousins@oxford.anglican.org
Safeguarding Trustee	Malcolm Peckham	Mobile: 07598 701817	malcolmpeckham@btinternet.com

1. Vulnerable children

1.1. Vulnerable children include
- those who have a social worker
- those children and young people up to the age of 25 with education, health and care (EHC) plans.

1.2. Those who have a social worker include children who
- have a Child Protection Plan
- those who are looked after by the Local Authority.

1.3. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

1.4. Those with an EHC plan are expected to attend school and so are also expected to engage in the remote learning[4] offered by schools.

1.5. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

[4] All ODBST schools have a Remote Learning Policy which sets out the provision and expectations for pupils required to isolate and not attend school for a period of time.

1.6. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

1.7. There is an expectation that vulnerable children who have a social worker will engage in the education being provided remotely by the school. In circumstances where a bubble or school closure is directed by PHE the school's remote learning will be provided for the cohort or school. The social worker will work with the parents/carers to encourage engagement in this type of remote learning.

1.8. Christ the Sower School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

1.9. Where class, whole school or regional lockdowns mean pupils cannot attend school remote learning relies on access to IT equipment and internet connections. Each school has a named member of staff who will be the contact under the DfE scheme to provide laptops and tablets for children who cannot attend school due to coronavirus.

Schools will be able to order an allocation of devices for:

- disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
- disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable
- disadvantaged children in any year group attending a hospital school

Devices can be ordered for disadvantaged children in years 3 to 11 who are unable to attend school when:

- a primary school is only open to vulnerable children and the children of critical workers
- a school has 15 or more children in years 3 to 11 who are self-isolating having each been exposed to a confirmed case outside the school community
- a local health protection team has advised a group of children in years 3 to 11 (such as a 'bubble' or year group) not to attend school
- a school or college is fully open, but supporting a disadvantaged child living in another area who is unable to attend due to local travel restrictions

Devices can be ordered for disadvantaged children in any year group who are unable to attend school when:

- a school supports a clinically extremely vulnerable and disadvantaged child who has been instructed to shield by a medical professional or local health protection team

2. Safeguarding and clusters

2.1. In some circumstances schools may be asked to collaborate and children and/or

staff from multiple settings may be directed to attend a different or shared site. In these cases the principles in Keeping children safe in education (KCSIE) and this guidance continue to apply. In particular, the school that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required. Additional advice on clusters and safeguarding will be provided.

3. Attendance monitoring

3.1. From the start of the autumn term 2021 pupil attendance will be mandatory and the usual rules on attendance will apply. Education settings are required to complete their usual day-to- day attendance processes including any returns to the LA or DfE and to follow up on non-attendance. However, in the event of a closure directed by PHE or as a result of the assessment by the Headteacher that the setting is not to open all day for groups of or all pupils, changes to the regulations governing school attendance registers allow a new category of non-attendance – 'not attending in circumstances related to coronavirus (COVID-19)'.

3.2. This category must only be used to record sessions that take place in the 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:

- contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care;
- prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19)

3.3. This new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes.

3.4. Christ the Sower School will then follow up on any pupils that were expecting to attend, who are classified as vulnerable and for whom the school retains, through their EHCP, responsibility for statutory provision for their need.

3.5. To support the above, Christ the Sower School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

3.6. In all circumstances where a vulnerable child is not able through local or area closure to attend school, Christ the Sower School will notify their social worker.

4. Designated Safeguarding Lead

4.1. Christ the Sower School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: Lorraine Quirk

4.2. The Deputy Designated Safeguarding Lead is: Mandy robertson

4.3. The optimal scenario is to have a trained DSL (or deputy) available on site. Where partial or full closure limits this the DSL (or deputy) will be available to be contacted via phone or using remote video connection - for example when working from home. All ODBST schools have a reciprocal agreement to support safeguarding and any DSL can be contacted for advice and support in an emergency (see appendix A)

4.4. Where a trained DSL (or deputy) is not on site due to direction to self-isolate, in addition to 4.2, a senior leader will assume responsibility for co-ordinating safeguarding arrangements on site and make contact with a Trust DSL to arrange temporary cover.

4.5. This might include updating and managing access to CPOMS and liaising with an offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

4.6. It is important that all Christ the Sower School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

4.7. The temporary DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

5.1. Staff are reminded of the need to continue to report any concern **immediately** and **without delay**.

5.2. Where staff have a concern about a child as a result of virtual class contact or specific virtual disclosures they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS which can be done remotely.

5.3. Staff should ensure that the concern is received by the DSL. In the event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Headteacher asking for a direct contact to discuss their concerns and email their concerns in writing.

5.4. Where staff are concerned about an adult engaging with children through the virtual platform, they should report the concern to the headteacher. If the headteacher is isolated or working remotely, this should be done verbally and followed up with an email to the headteacher. In the event that the headteacher is unavailable the contact should be to the Trust Designated Safeguarding Lead (David Cousins- -).

5.5. Concerns around the Headteacher should be directed to the Chair of Governors: Janet Hatfield

5.6. ODBST will continue to offer support in the process of managing such allegations.

6. Safeguarding Records

6.1. During a closure a school should continue to maintain records and chronologies for pupils where a concern is raised or where follow-up contact is received. The DSL should regularly review new paperwork or referrals (see 5.3)

6.2. A secure and well understood confidential procedure for emergency access to locked safeguarding files and password access to the managerial levels of any safeguarding software should be created. This should allow for access to files and information where senior leaders and the DSL(s) may be unable to act due to illness or self-isolation. A clearly understood chain of authority should set out who has access to this information and is authorised to act on behalf of the Headteacher and/or DSL in their absence. This document should be uploaded to Safesmart so MAT officers can also access this in an emergency.

7. Safeguarding Training and induction

7.1. DSL training is unlikely to take place whilst there remains a threat of the COVID 19 virus.

7.2. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

7.3. All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020) as part of their induction and initial staff meetings. The DSL should communicate with staff through virtual means any new local arrangements, so they know what to do if they are worried about a child.

7.4. Where new staff are recruited, or new volunteers are given access to the virtual learning platform, they will continue to be provided with a safeguarding induction with a focus on the school's E-Safety and Virtual Learning Policy.

7.5. If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

7.6. For movement within the Trust, schools should seek assurance from ODBST's HR Manager that the member of staff has received appropriate safeguarding training.

7.7. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

8. Safer recruitment/volunteers and movement of staff

8.1. It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Christ the Sower School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

8.2. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

8.3. Where Christ the Sower School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a new volunteer who has not been checked be given unsupervised access to the virtual learning platform or allowed to engage in regulated activity via such a platform. Volunteers who have previously been checked by the school (i.e. not new people) will not have to undergo a repeat DBS check while the restrictions continue. Christ the Sower School will ensure that all risk assessments in respect of volunteers are kept up to date and if any concerns do arise about an individual's suitability to work with children they will be asked to stop their support in school while a repeat DBS check will be undertaken.

8.4. Christ the Sower School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

8.5. Christ the Sower School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

8.6. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

8.7. Whilst acknowledging the challenge of the current National emergency, Trustees continue to believe that it is essential from a safeguarding perspective that all schools are aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Christ the Sower School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE and ODBST guidance.

9. Online safety in schools

9.1. Christ the Sower School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

9.2. Where students are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school

10.1. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

10.2. Online learning should follow the same principles as set out in the MAT code of conduct.

10.3. Christ the Sower School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

10.4. Below are areas for all staff to consider when delivering virtual lessons, especially where webcams are involved[5]:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live sessions could be recorded so that if any issues were to arise, the video can be reviewed. However, the presence of another member of staff would make this less of an issue and issues of the recording and storage of pupil images need to be carefully considered particularly where permission to store images is not given or where storage is outside the school's control (ie external PE coach).
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by the SLT of their school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

11. Supporting children not in school

11.1. Christ the Sower School is committed to ensuring the safety and wellbeing of all its children and young people through supporting parents with understanding Personal Protective Equipment (face coverings) requirements and awareness of national and local tier systems, provision of Free School Meals (FSM) where eligible and accessing coronavirus testing

11.2. Where the DSL has identified a child to be on the edge of social care support, or who

[5] ODBST Safeguarding and Safe Remote Learning Guidance

would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded, as should a record of contact have made.

11.3. Christ the Sower School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Christ the Sower School need to be aware of this in setting expectations of pupils' work where they are at home.

11.4. Christ the Sower School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

12. Supporting children in school when open or partially open

12.1. Christ the Sower School is committed to ensuring the safety and wellbeing of all its pupils.

12.2. Christ the Sower School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff:pupil ratio numbers are appropriate, to ensure safety.

12.3. Christ the Sower School will refer to the Government guidance for education and childcare settings on how to implement hygiene standards, social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

12.4. Christ the Sower School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

12.5. Where Christ the Sower School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they will discuss them immediately with the Trust's DSL.

13. Peer on Peer Abuse[6]

13.1. Christ the Sower School recognises that during a closure a revised process may be required for managing any report of such abuse and supporting victims**.**

13.2. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in annex B of KCSIE and of those outlined within the Trust's Child Protection Policy.

13.3. The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

13.4. Concerns and actions must be recorded and appropriate referrals made.

14. Support from ODBST

[6] Peer on Peer Abuse – Policy and Procedural Guidance Including sexual violence and sexual harassment between children

14.1. The Multi-Academy Trust (MAT) Central Team will provide support and guidance as appropriate to enable senior leaders and the DSL to carry out their roles effectively.

Annex B

Interim DfE Safeguarding Guidance: Actions required

Activity	Completed (Yes/No)
Ensure that someone is responsible for ensuring these actions are completed	
Ensure governors are aware of the school's interim safeguarding guidance	
Ensure that someone is responsible for continuity in safeguarding leadership	
If you are a hub understand that you have the responsibility for safeguarding all children and staff	
Ensure DSL is available, in-person, by phone or video link	
Nominate a senior leader to be the onsite safeguarding lead	
Adopt ODBST appendix to your child protection policy to include the specific issues for these circumstances	
Ensure staff know the new arrangements for DSLs and reporting concerns	
Understand what changes there may be for contacting the LADO in the event of a local area lock-down	
Understand what changes there may be for contacting the MASH team or other 'front door' services in the event of a local area lock-down	
Understand what changes there may be for contacting social workers in the event of a local area lock-down	
Know which children have social workers and how to contact them	
Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them	
Know which children should be in school where families or bubbles are self-isolating and follow up where they do not attend	
Ensure that emergency numbers and alternatives are kept up to date	
Know who is eligible for free school meals and are receiving these or declared they do not wish to accept them when not in school.	
Know who is Severely Critically Vulnerable and who is monitoring them.	
Ensure that there are safeguarding induction processes for new staff, staff relocated to the school, and volunteers	

Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct	
Ensure that any new volunteers have been individually risk-assessed and include on the SCR	
Ensure that each vulnerable child has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head	
Ensure there is a record of which staff are onsite daily	
Ensure that the SCR is up to date with any relocated staff or volunteers and the necessary checks that have been made	
Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer	
Ensure that staff are aware that there may be an impact ~~on~~ the mental health of pupils, parents and staff or volunteers; and what support may be available	
Consider what to do if there are no IT staff available	
Ensure that the school has an online teaching and learning policy which considers safeguarding risks	

Appendix J Using virtual platforms to communicate – some basic considerations

Use school channels to communicate

- As always, staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts or contact pupils using their personal email addresses or phone numbers).
- If you have expectations with parents already about contacting staff and when they'll get replies, remind them about these. Similarly, remind staff about any expectations you've already set in your code of conduct for communicating with pupils and parents, and staff-pupil relationships.

What to do in different scenarios

- A number of platforms are readily available. One popular platform used by a number of ODST schools is Microsoft Teams. However, G Suite and You Tube work equally well, are often free and are easy to use for staff, parents and pupils to access.
- You can use any platform that works for you, and the advice below will still apply.

Key Considerations

- If teachers are uploading resources to an open Google Drive(or similar system), ensure there's nothing that can identify pupils in the resources, like their names or comments addressed specifically to them, as anyone with the link can view what's in the Drive.
- If you're using Google Classroom to set work and communicate
- Decide: whether you'll allow pupils to post and comment in the communication 'Stream'; what they can talk about in posts and comments, if allowed to.
- If you allow pupils to comment, tell them they should only be talking about schoolwork in the 'Stream' and that they could be muted (prevented from posting or commenting) for posting anything inappropriate or bullying.
- Consider giving parents the chance to opt-out of their child posting in the 'Stream' too.

If broadcasting live, or recording a lesson, staff should consider the following:

- Record against a neutral background.
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background).
- Dress like they would for school.
- Ensure that pupils are appropriately dressed through good ground rules.
- Double-check what other tabs they have open in their browser, if they're sharing their screen (e.g. no search results for adult content open in another tab).
- Use professional language.
- If staff have a personal account where they've created playlists, consider setting up a separate work account.

Consider (where appropriate and possible):

- Set their videos to **'Unlisted'** so that only people who have the link (e.g. parents who you've emailed) will be able to see the video.
- Set the audience as **'Made for kids'**, so that adverts won't appear at the start of the video,

- and comments will be disabled.

In the child's home:

- Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either!
- If possible, try to ensure that a child is sitting in a position where background activities can't be seen (e.g. sit with his/her back to a wall).
- Ensure that parents who'll also be there are mindful of the fact that other children might see or hear them and what's in the background.
- Consider a basic ***"IT Home-School Agreement"*** (see ODBST Policy list)regarding ground rules and protocols set.

If at all possible, consider:

- Consider recording live sessions so there's something to go back to later on if you need to and keep a log of who's doing hangouts and when. Consider checking that parents are happy with you making recordings first - tell them it's for school records only.

If /when teachers are phoning pupils, consider the following:

- Do this through parents' phones, particularly in primary school, and in all cases make sure parents are aware and agree.
- Do it in school hours as much as possible.
- Make sure someone else at school/in direct contact is aware and they keep a record of the date and time.
- Have a parent there at the child's end and have the phone on speaker phone.
- Either use an app like 3cx that routes calls through your school's number rather than their own, or block their number so parents don't see it (give parents a "heads up" of what time you'll be calling if blocking numbers, so they're more likely to pick up).
- If possible, have another member of staff there. If that's not possible, record the phone call, with parents' permission. Explain you're recording for school records only. If they're using video calling, take the same steps as above.