
CHILD PROTECTION AND SAFEGUARDING POLICY

1. Contacts
 - 1.1 School contacts
 - 1.2 Contacts in County
 - 1.3 Other contacts
 - 1.4 Linked policies
2. Introduction
3. Responsibilities
4. Procedures
5. Retention of records
6. Confidentiality
7. Equality
8. Dealing with disclosure
9. Supporting staff
10. Guidance for appropriate adults
11. Allegations against staff and volunteers (including Governors)
12. Whistleblowing
13. Physical intervention/positive handling
14. Anti-bullying
15. Discriminatory incidents
16. Health and Safety
17. Prevent Duty
18. Sexual Violence and sexual harassment
19. Online safety
20. Sending nude images
21. Child-on-Child abuse
22. Cultural Issues
23. So called 'Honour' based violence
24. Contextual safeguarding
25. Serious violence

CHILD PROTECTION AND SAFEGUARDING POLICY

- 26. Use of photography
- 27. Children who need a social worker (CP/CIN Plans)
- 28. Filtering and Monitoring
- 29. Mental Health
- 30. Opportunities to teach safeguarding
- 31. MONITORING, EVALUATION AND REVIEW

Appendix

Mental Health

SEND

Student with parents in prison

Homelessness

Private Fostering

In court process

This policy is based on the BCC Child Protection Framework, revised September 2022.

1. Contacts

School contacts

Acting Principal	Mr Tim Dobbs 01494 770999
Designated Safeguarding Lead (DSL)	Mrs Jo Conway Mrs Emma Collier-Radford (LAC lead) Mrs Gaynor Fulton-Willis 01494 782066
Deputy Designated Safeguarding Leads	Mrs Leesah Walters Ms Jill Astles 01494 782066
Nominated Safeguarding Governor	Miss Hannah Bowes-Smith Hbowes-smith@chacademy.co.uk
Chair of Governors	Mr Andrew Brown Abrown1@chacademy.co.uk

2

CHILTERN HILLS ACADEMY

Create, Aspire and Excel
to 'Live life in all its fullness'.
(John 10:10)

**Final vs.
September 2023
Page 1 of 45**

CHILD PROTECTION AND SAFEGUARDING POLICY

Other key staff	Mrs Sam Mitchell (LGBT Champion)
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Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 382912
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
BCC Equalities & School Improvement Manager	01296 382461
BCC Prevent Co-ordinator	01296 674784
Thames Valley Police	101 (999 in case of emergency)

Other contacts

NSPCC	0800 800 5000
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CHILD PROTECTION AND SAFEGUARDING POLICY

NSPCC	
Childline Childline	0800 11 11
Kidscape – Parent Advise Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fm@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy is based on the BCC model Child Protection Framework (Sept 2023) and should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Attendance (Student)
- Behaviour for Learning
- Disability & Disabled Access
- Equality & Diversity (Staff and Students)
- Lettings
- SEND
- Health & Safety
- Photography
- More Able
- Disadvantaged
- Online safety

CHILD PROTECTION AND SAFEGUARDING POLICY

- Safe Working Practice (Staff and Students)
- Staff Code of Conduct
- Students with Medical Conditions
- Relationship & Sex Education
- Whistleblowing
- Staff Recruitment & Selection or Safer recruitment
- RSE
- Prevent
- GDPR
- Work Experience

2. Introduction

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

At Chiltern Hills Academy we believe that a policy on safeguarding is founded on the rights of all children and people to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right.

This aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children in Chiltern Hills Academy safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care. This policy has specific links to other policies: Behaviour for Learning and Curriculum through how we support our students uphold our values and provide education on curriculum content through Intent, Implementation and Impact

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

CHILD PROTECTION AND SAFEGUARDING POLICY

- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - Sept 2023
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2023.pdf
- Ofsted Review of sexual abuse in schools June 2021
<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>
- DBS Guide to Child Workforce Roles (2018) incl. the Safeguarding Vulnerable Groups Act 2006
- Recruit Teachers from Overseas – August 2022
<https://www.gov.uk/guidance/recruit-teachers-from-overseas>
- Information Sharing Guidance for Safeguarding Practitioners
[Information Sharing Guidance](#) – DfE July 2018
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016
[Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act – April 2021 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – July 2021 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people -
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- DfE Guidance - Behaviour in Schools -
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- DfE Guidance - Searching, Screening and Confiscation -
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)

CHILD PROTECTION AND SAFEGUARDING POLICY

- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
 - What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
 - Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - July 2018
- 2.2.** We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Board takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the Academy have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, Sept 2023**. They must ensure that there is an auditable system in place to evidence this.
- 2.3.** All staff are required to read and adhere to the **Staff Conduct & Discipline policy** which governs behaviours expected of them, as well as having an understanding of the **Behaviour for Learning policy** for children and our **Attendance (Student) policy**.
- 2.4.** We recognise all staff and Governors have a full and active part to play in protecting our children from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff/volunteer are responsible for contributing to a positive culture of safeguarding in Chiltern Hills Academy.
- 2.5.** All staff believe our school must provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of individual children.
- 2.6.** The Academy recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks. Where children's behaviour has posed a risk to their peers and are sexually abusive in nature, an investigation will be conducted. Advice and support will be sought from external agencies and, as appropriate, a risk management plan will be implemented to manage the risk to others.
- 2.7.** The aims of this policy are:
- 2.7.1.** To support children's' development in ways that will foster security, confidence and resilience, free from discrimination.

CHILD PROTECTION AND SAFEGUARDING POLICY

- 2.7.2.** To provide an environment in which children feel safe, secure, valued and respected.
- 2.7.3.** Children feel confident that they know how to approach adults if they are in difficulties.
- 2.7.4.** To ensure all teaching and non-teaching staff are trained to recognise signs and indicators of potential abuse and to ensure all teaching staff, non-teaching staff and volunteers:
- are aware of the need to safeguard and promote the wellbeing of children
 - identify the need for support early to promote well-being
 - promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
 -
- 2.7.5.** For all staff to recognise that safeguarding and promoting the welfare of children is defined 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 and effective care
 - Taking action to enable all children to have the best outcomes.
- 2.7.6.** To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- 2.7.7.** 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, ethical and timely.
- 2.7.8.** To ensure Chiltern Hills Academy has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.
- 2.7.9.** To have a clearly understood structured procedure within the Academy which will, in cases of suspected abuse, be promptly followed by all members of the school community.

CHILD PROTECTION AND SAFEGUARDING POLICY

- 2.7.10. To ensure the Academy has robust systems in place to accurately record safeguarding and child protection concerns (CPOMS), which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored and only named staff are permitted access.
- 2.7.11. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
- 2.7.12. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**, which stipulates their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.
- 2.7.13. 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. We reserve the right to decline access to use the Academy facilities where we believe their ethos or practice is not aligned with this policy.
- 2.7.14. This policy is published on our website, (About Us/Policies) and hard copies are available from the Principal's PA.

3. Responsibilities

- 3.1. All staff, visitors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Mrs Jo Conway, Mrs Emma Collier-Radford or Mrs Gaynor Fulton-Willis (Designated Safeguarding Leads; DSL) or, in their absence, to Mrs Leesah Walters (DDSL). In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and Allegations Against Staff in Section 9).
- 3.2. Staff must maintain a good working knowledge of Buckinghamshire's '**Continuum of Need incorporating Threshold guidance**' and any updates, how it can be used to safeguard and promote the wellbeing of children and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

CHILD PROTECTION AND SAFEGUARDING POLICY

- 3.3.** Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- 3.4.** Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities.
- 3.5.** The Governing Board understands and fulfils its safeguarding responsibilities. It must:
- 3.5.1.** Ensure that the Principal and (when not the Principal) the DSL create and maintain a strong, positive culture of safeguarding within the Academy.
 - 3.5.2.** Ensure that this policy reflects the unique features of the community we serve and the needs of the students attending our provision (see Section 4). This will be reviewed at least annually in line with changes to guidance and legislation.
 - 3.5.3.** Regularly monitor and evaluate the effectiveness of this Safeguarding Policy and be satisfied that it is being complied with.
 - 3.5.4.** Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority, and also appoint at least one Deputy DSL. The Principal has overall responsibility for safeguarding within the Academy; they can be the DSL or can delegate that work to a member of the SLT. The SLT must report to the Principal on a regular basis. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.
 - 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
 - 3.5.6.** Ensure measures are in place for the Governing Board to have oversight of how the Academy's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Principal where there are any identified gaps in practice or procedures are not followed.
 - 3.5.7.** Recognise the vital contribution that the Academy can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the Life Skills curriculum and relevant issues through the Relationship & Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that, through curriculum content and delivery, children in the Academy understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

CHILD PROTECTION AND SAFEGUARDING POLICY

- 3.5.8.** Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education, September 2023** and legislation referred to therein.
- 3.5.9.** Ensure resources are allocated, as a priority, to meet the needs of children requiring child protection or early intervention.
- 3.5.10.** Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service within the specified time frame.
- 3.6.** It is the duty of the Chair of Governors (Mr Andrew Brown) to liaise with relevant agencies if any allegations are made against the Principal. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.7.** The Governing Board must ensure that a named teacher is designated for Children Looked After (Mrs Emma Collier-Radford) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Academy must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- 3.8.** The Governing Board has a statutory duty to appoint a Nominated Governor for Safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

 - 3.8.1.** Work with the DSLs to produce the Child Protection & Safeguarding Policy annually.
 - 3.8.2.** Undertake appropriate safeguarding training, to include Prevent Training.
 - 3.8.3.** Ensure safeguarding is, as a minimum, an annual agenda item for the Governing Board.
 - 3.8.4.** Meet at least termly with the DSL to review and monitor the Academy's delivery on its safeguarding responsibilities and to review the Single Central Record.
 - 3.8.5.** All governors must complete safeguarding training on appointment, to also include Prevent training. This should be updated on an annual basis and include reading and understanding the updated KCSIE (Sept 2023).
- 3.9.** Overall responsibility for the safeguarding of students remains with the Principal, although tasks may be delegated to other members of the team, including the

CHILD PROTECTION AND SAFEGUARDING POLICY

nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

- 3.9.1. Creating a culture of safeguarding within the Academy, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a child.
- 3.9.2. Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
- 3.9.3. Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response (MASH).
- 3.9.4. Establishing and embedding a policy and process for recording and storing information about safeguarding concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.
- 3.9.5. Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:
 - the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
 - all safeguarding files are held separately from children's educational records.
- 3.9.6. Maintaining the record of staff safeguarding training. Ensuring that Chiltern Hills Academy most up to date Child Protection & **Safeguarding Policy** is widely available (this may be on the website), publishing the **Safeguarding Statement** and other relevant information on the Academy website. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the Academy and also on the website.
- 3.9.7. Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSLs will ensure the Deputy DSL, or most senior member of staff, is available (The DSLs and the DDSLs are both trained to the same level within our Academy).

CHILD PROTECTION AND SAFEGUARDING POLICY

- 3.9.8.** Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.
- 3.9.9.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.9.10.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:
- participating in Strategy discussions;
 - attending Child Protection Case Conferences (ICPCs and RCPCs);
 - submitting reports to the conference, which must be shared in advance with the parents/carers in line with the guidance;
 - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
 - engaging fully, as requested, in any other multi-agency planning meetings;
 - contributing to the Framework for Assessments process (CAF);
 - ensuring coverage is available at all times during the year
- 3.9.11.** Providing the Principal with a termly report for the Governing Board, detailing how the Academy delivers on its safeguarding responsibilities and any safeguarding issues within the Academy. The Governing Board will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- 3.9.12.** Meeting regularly (at least once a term) with the Nominated Governor (Miss Hannah Bowes-Smith) to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.
- 3.9.13.** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.9.14.** Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

CHILD PROTECTION AND SAFEGUARDING POLICY

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and [Buckinghamshire Safeguarding Children Partnership \(BSCP\)](#) safeguarding procedures, “**Working Together to Safeguard Children 2018**”, “**Keeping Children Safe in Education 2023**” and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015**.

Chiltern Hills Academy is a Church of England Academy, sponsored by the Diocese of Oxford. At the Academy, we have many children from different ethnic minorities. There is a range of support for those children where there is a language barrier or an emerging cultural issue. We employ an Ethnic Minority worker to work alongside the child and family to address any needs whilst ensuring that safeguarding takes precedence. In addition, there is specific support for any language needs provided by our Learning Support Department. We have a Teaching Assistant who works closely with EAL children providing a range of interventions to develop language and support learning.

We will ensure:

- 4.1 We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. Our Designated Safeguarding Leads (DSLs) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- 4.2 We have members of staff (Deputy Safeguarding Leads) who will act in the DSLs absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 4.3 All adults (including supply teachers and volunteers) new to our school are made aware of the Academy’s policy and procedures for safeguarding, the name and contact details of the DSLs, their role and responsibilities under “**Keeping Children Safe in Education 2023**” and the booklet “**What to do if You’re Worried a Child is Being Abused**”. They will have these explained, as part of their induction into the Academy.
- 4.4 Visitors must be :
 - 4.4.1 Clearly identified with visitor/contractor passes (green/red lanyard).
 - 4.4.2 Met and directed by school staff/representatives.
 - 4.4.3 Signed in and out of the Academy by school staff (Inventry system).
 - 4.4.4 Given a safeguarding leaflet to read.
 - 4.4.5 Given restricted access to only specific areas of the Academy, as appropriate.
 - 4.4.6 Escorted by a member of staff/representative as required.

CHILD PROTECTION AND SAFEGUARDING POLICY

- 4.4.7** Given access to students restricted to the purpose of their visit.
- 4.5** All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.¹
- 4.6** All parents/carers must be made aware of the Academy's responsibilities in regard to safeguarding procedures through this policy, which is available on our website. Hard copies are also available from the Principal's PA.
- 4.7** All staff must follow the reporting procedures as follows when reporting any safeguarding concerns:
- 4.7.1** Staff must ensure the child is in a safe place and in receipt of support;
 - 4.7.2** Staff must use CPOMS to record their safeguarding/child protection concern;
 - 4.7.3** All safeguarding concerns are recorded on CPOMS. Our safeguarding team will then take the most appropriate action and record details on CPOMS. Once logged on this system the safeguarding concern will be prioritised and actioned. All actions are recorded using CPOMS software.
- The following information is required when recording a concern on CPOMS:
- 4.7.3.1** Staff must ensure the time and date of the incident is recorded;
 - 4.7.3.2** A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - 4.7.3.3** Use a body map to record any injuries seen or reported by the child;
 - 4.7.3.4** Any linked students will be recorded on CPOMS
- 4.8** Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and students promptly and identify any safeguarding issues arising. Absence can only be authorised by the school and cannot be authorised by parents. All absences will be treated as unauthorised unless a satisfactory explanation for the student's absence has been received.
- 4.9** Parents should advise the school by telephone, text or email on the first day of absence and provide the school with an expected date of return. This should be

¹ "Keeping Children Safe in Education 2019" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 3 years in between refresher training.

CHILD PROTECTION AND SAFEGUARDING POLICY

followed up in the form of a written note/email from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate. A note for the academic tutor may instead be written in the Student's Planner or an email may be sent to the Attendance Officer. If students arrive after 8.40am on Monday, Wednesday, Thursday and Friday, or after 9.25am on Tuesday, they must immediately report to the Student Services office to sign in. This ensures that we can be responsible for their health, safety and welfare whilst they are in school. If a student does not do this, first day absence calling will take place.

- 4.10 All children attending our school are required to have a minimum of two identified emergency contacts.
- 4.11 Any child 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 (CME) using the **Buckinghamshire CME Protocol**.
- 4.12 Any absence, without satisfactory explanation, of a child currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.13 Parents/carers must inform the Academy if there are any changes to a child's living arrangement. Chiltern Hills Academy has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.14 All staff, parents/carers and children are made aware of the Academy's escalation process, as the policy outlines the process and procedures should attendance fall below 90%. Academic Year Leaders and Academy Attendance Officer will monitor year group attendance. AYLs will regularly receive Attendance Data for all those students in their year group with under 90% attendance. Depending upon reasons for absence the AYL will continue to monitor or contact parents.
- 4.15 Weekly, the Academy Attendance Officer will publish the previous week's attendance by circulating the data to Year Leaders and SLT. This student data will be used to trigger school action as set out in the escalation of intervention (appendix 1 in Attendance (Student) Policy) which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.16 Our lettings policy reflects the ongoing responsibility the Academy has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. The Academy must have sight of the up to date **Child Protection & Safeguarding Policy** of any organisation hiring the school's facilities.

CHILD PROTECTION AND SAFEGUARDING POLICY

- 4.17 The Academy operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities. All recruitment panels have at least one person who is Safer Recruitment trained.
- 4.18 Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).
- 4.19 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.
- 4.20 Online checks may be undertaken during the recruitment process as per guidance in KCSIE 2023.

5. Retention of Records

- 5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.
- 5.2 There is a statutory requirement for our school to pass any safeguarding records to the child's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the student's general file.
- 5.3 The last statutory school maintains safeguarding files until a child reaches the age of 25 years, therefore if the transfer school is unknown, or a child is going to be electively home educated, any safeguarding files will remain at our school in a secure location. Safeguarding files will only be destroyed when the child reaches their 25th birthday.
- 5.4 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality

- 6.1 We recognise that all matters relating to child protection and safeguarding are confidential.
- 6.2 The Principal or Designated Safeguarding Lead must only disclose personal information about a student to other members of staff on a need to know basis.
- 6.3 Staff must not keep duplicate or personal records of safeguarding concerns. All information must be reported to the Designated Safeguarding Lead and are securely stored on CPOMS, separate from the student records.

CHILD PROTECTION AND SAFEGUARDING POLICY

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

6.5 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

7. Equality

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
 - Identify as LGBTQ+ or are exploring gender identification
 - Children whose parents suffer with poor mental health, including substance misuse
 - Criminal exploitation, including sexual exploitation, radicalisation and gang involvement
-
- Are young carers
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - Have English as an additional language (EAL)
 - Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
 - Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member's mental health needs
 - Are looked after or previously looked after (LAC/PLAC see section 12)
 - Are missing from education
 - Whose family has expressed an intention to remove them from school to be home-educated

CHILD PROTECTION AND SAFEGUARDING POLICY

8. Dealing with a disclosure

In the event of a child disclosing abuse staff must:

- 8.1 Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- 8.2 Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- 8.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 8.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. CPOMS will be used to report all concerns. Staff must not substitute anatomically correct names for body part names used by the child.
- 8.5 Reassure the child that they did the right thing in telling someone.
- 8.6 Explain to the child what will happen next and the need for the information to be shared with the DSL.
- 8.7 Victims will always be taken seriously and never made to feel they are creating a problem.
- 8.8 Record all relevant information on CPOMS.
- 8.9 Not record the conversation on any personal devices.
- 8.10 **If not on the school site and there is immediate risk of harm to a child, staff will NOT DELAY and will phone 999.**
- 8.11 Ensure the child is monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- 8.12 If the police need to speak to a young person in school, then the school should inform parents, unless there is good reason not to. The school will record the officers attending the school (CPOMS) and ensure that the required documentation is provided before the police speak with the young person. All young people have a right to an appropriate adult when speaking with the police. While this role would normally be a parent, if they cannot come in, then a member of staff could act in this role. We would follow the following guidance:

CHILD PROTECTION AND SAFEGUARDING POLICY

Guidance for Appropriate Adults

- 8.13 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117625/guidanceappadultscustody.pdf
- 8.14 We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations.
- 8.15 To achieve this, we will:
- 8.15.1 Put systems in place for children to confidentially report abuse to a trusted adult.
 - 8.15.2 Ensure our reporting systems are well promoted, easily understood and easily accessible for children.
 - 8.15.3 Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- 8.16 Following a report of concerns the DSL must:
- 8.16.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL on CPOMS.
 - 8.16.2 Normally the Academy should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
 - 8.16.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:
 - the known facts
 - any suspicions or allegations

CHILD PROTECTION AND SAFEGUARDING POLICY

- whether or not there has been any contact with the child's family
- 8.16.4** If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- 8.16.5** If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

9. Supporting Staff

- 9.1** We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.
- 9.2** We will support such staff by providing an opportunity to talk through their anxieties with the DSL/DDSL and to seek further support if necessary. This could be provided by the Principal or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.
- 9.3** In consultation with all staff, we have adopted a **Staff Conduct & Discipline policy** for staff working in our school. This forms part of staff induction and is in the Key Documents & Policies area of the Learning Platform. All staff know how to access the **Staff Conduct & Discipline policy** to refer to it. Policies are regularly referred to during staff training.
- 9.4** All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the **Staff Conduct & Discipline policy**.

10. Allegations against staff and volunteers (including Governors)

- 10.1** All school staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults (See also section 7 above). There must be no one-to-one contact between staff and students which is not "open to the casual observer". Please refer to the Lone Working section of our policy, Safe Working Practice, (Staff & Students) Appendix III.
- 10.2** We understand that a child may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present.
- 10.3** KCSIE 2023- Part four covers two levels of harm allegation/concern:

21

CHILD PROTECTION AND SAFEGUARDING POLICY

1. Allegations that meet the harm threshold
2. Allegations that do not meet the thresholds – low level concerns but will still be investigated

Concerns and or allegations that do not meet the harm threshold

Our safeguarding policies and processes deal with any concerns (including allegations) which do not meet the harm threshold but are referred to as 'low-level' concerns. Our processes manage and record any such concerns and take appropriate action to safeguard children.

Our schools work to create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

- encourage an open and transparent culture;
- enable schools to identify inappropriate, problematic or concerning behaviour early;
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.
- The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that:
 - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
 - does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

10.4 The Principal/Vice Principal on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.

10.5 The Principal/Vice Principal must:

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

CHILD PROTECTION AND SAFEGUARDING POLICY

- 10.5.2** Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- 10.5.3** Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 10.6** If the allegation made to a member of staff concerns the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Principal first.
- 10.7** The Academy will follow the local safeguarding procedures for managing allegations against staff and volunteers in the Allegations against Staff policy, a copy of which can be found in the Key Documents & Policies area of the Learning Platform.
<https://www.chilternhillsacademy.co.uk/policies>
- 10.8** Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 10.9** If a suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.
- 10.10** Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire County Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- 10.11** Should an individual staff member, governor or volunteer be involved in safeguarding, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Principal. In these circumstances, the Academy will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11. Whistleblowing

- 11.1** We have a **Whistleblowing Policy** which can be found in the Key Documents & Policies area of the Learning Platform. Staff are required to familiarise themselves with this document during their induction period.
- 11.2** All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Principal or Chair of Governors.

12. Physical intervention/Positive handling

- 12.1** Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Safe Working Practice policy**, Section 15.

CHILD PROTECTION AND SAFEGUARDING POLICY

13. Anti-Bullying

- 13.1 Anti-Bullying is referenced within the **Equality & Diversity (Staff & Students) policy** in the Key Documents & Policies area of the Learning Platform which details the measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under safeguarding procedures.

14. Discriminatory Incidents

- 14.1 In line with the **Equalities Act 2010**, our **Equality & Diversity, (Staff & Students) policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools' (revised September 2019).

15. Health and Safety

- 15.1 We recognise the importance of safeguarding children throughout the school day. Our **Health & Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 15.2 Children who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. Academy should be notified by the parents/carers regarding whom they have authorised for this task. Children will provide a written note from parents/carers and complete an Exeat form detailing the appointment time and reason. The form will need to be signed by their Year Leader, Assistant Principal or Vice Principal in their absence prior to signing out of school.
- 15.3 In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, we will then make contact with the child's parents/carers as a matter of urgency and inform the police if thought necessary.

16. Prevent Duty

- 16.1 We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.
- 16.2 All school staff and governors have completed Prevent training.

CHILD PROTECTION AND SAFEGUARDING POLICY

16.3 We have in place and monitor appropriate web filtering systems so that students cannot view potentially extreme material.

16.4 Staff understand the need for a culture of vigilance to be present in the Academy to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.

Preventing radicalisation

Children are susceptible 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.

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.

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 drawn into 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 from the 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.

CHILD PROTECTION AND SAFEGUARDING POLICY

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](#)

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.

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 Principal 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.

CHILD PROTECTION AND SAFEGUARDING POLICY

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

The generic email address to make referrals across the Thames Valley area is:

preventgateway@thamesvalley.police.uk

This email box is monitored during office hours Monday to Friday

For any urgent queries, schools can contact the police non-emergency line on 101 and ask for a member of Prevent Team, Counter Terrorism Policing.

governors to raise concerns around PREVENT (020 7340 7264).

17. Child-on-Child Sexual Violence & Sexual Harassment

17.1 Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2023, all staff maintain an attitude of 'it could happen here' and it is never acceptable.

17.2 All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school

18. Online Safety

18.1 All staff are aware of the Academy's Safe Working Practice, paragraph 29 on e-safety, which sets out our expectations relating to:

18.1.1 Creating a safer online learning environment,

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

CHILD PROTECTION AND SAFEGUARDING POLICY

- 18.1.3 Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make students vulnerable, including sharing of semi nudes and nudes (youth-produced sexual imagery),
 - 18.1.4 Use of mobile technology both within the Academy and on school trips/ outings
 - 18.1.5 Use of camera equipment, including smart phones,
 - 18.1.6 What steps to take if there are concerns and where to go for help,
 - 18.1.7 Staff use of social media as set out in the **Staff Code of Conduct & Discipline policies**
- 18.2 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes and image exchange under threat or through coercion. All reports of sharing semi-nudes and nudes are followed up using safeguarding procedures. Parents will be informed and if necessary incidents reported to the police. Appropriate agencies may be approached to provide specific intervention and guidance if necessary.
- 18.3 Children, staff and parents/carers are supported to understand the risks posed by:
- 18.3.1 the CONTENT accessed by children
 - 18.3.2 their CONDUCT on-line
 - 18.3.3 and who they have CONTACT in the digital world.
 - 18.3.4 COMMERCE – risks such as online gambling, inappropriate advertising, phishing or financial scams
- 18.4 We have a separate **Mobile Phone Policy** which sets out the acceptable use of mobile technologies by children whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- 18.5 Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct & Discipline policies**.

19. Sharing nude and semi-nude images

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

CHILD PROTECTION AND SAFEGUARDING POLICY

- 19.1** Staff, children and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of children 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

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview>

Produced by the UK Council for Internet Safety (UKCIS).

- 19.2** If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through our TVP Safer Schools Officer, Claire Annison, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the child involved prior to any report being made to the police.

20. Child-on-Child Abuse

Chiltern Hills Academy believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other children. We recognise that some safeguarding concerns can occur via child-on-child abuse.

- 20.1** All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up'.
- 20.2** All staff recognise that child-on-child issues may include, but may not be limited to:
- 20.2.1** Bullying (including cyber bullying)
 - 20.2.2** Racial abuse
 - 20.2.3** Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
 - 20.2.4** Sexual violence and sexual harassment (including risk factors)
 - 20.2.5** Harmful Sexual Behaviour (HSB)
 - 20.2.6** Abuse related to sexual orientation or identity
 - 20.2.7** Sharing nude and semi-nude images
 - 20.2.8** Initiation type violence and rituals

CHILD PROTECTION AND SAFEGUARDING POLICY

20.2.9 Emotional abuse

20.3 The following will be considered when dealing with incidents:

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

20.3.2 Whether the perpetrator has previously tried to harm or intimidate students

20.3.3 Any concerns about the intentions of the alleged perpetrator

20.4 In order to minimise the risk of child-on-child abuse taking place, the Academy must:

20.4.1 Deliver the Life Skills programme to include teaching children about how to keep safe and understanding what acceptable behaviour looks like

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

20.4.3 Have systems in place for any child to be able to voice concerns

20.4.4 Develop robust risk assessments if appropriate

20.4.5 Refer to any other relevant policies when dealing with incidents, such as the **Behaviour for Learning Policy** and/or the **Equality & Diversity, (Staff & Students) Policy**

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 person's clothing (not necessarily a skirt) without their permission and or knowledge, with the 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.

CHILD PROTECTION AND SAFEGUARDING POLICY

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.

20.5 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2023** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

21. Cultural Issues

21.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our children and their families as they relate to safeguarding and child protection. This includes children at risk of harm

CHILD PROTECTION AND SAFEGUARDING POLICY

from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

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

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).

FGM mandatory reporting duty for teachers: If a teacher, in the course of their work in the profession, discovers, either through disclosure by the victim or through visual evidence, 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. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence and school staff should not be examining pupils. Information on when and how to make a report can be found at www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

This duty does not apply in relation to at risk or suspected cases (ie where a teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence). In these cases, teachers should follow local safeguarding procedures.

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

CHILD PROTECTION AND SAFEGUARDING POLICY

capacity to consent, coercion is not required for a marriage to be forced. Honour-based abuse can be a trigger for a forced marriage.

It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with existing forced marriage law, this applies to non-binding, unofficial “marriages” as well as legal marriages.

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

22. So Called 'Honour' Based Violence

- 22.1 Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Violence to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)
- 22.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of children abuse and a breach of children's rights. We recognise some children, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Chiltern Hills Academy staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk
- 22.3 We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)
- 22.4 We recognise both male and female students may be subject to honour-based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.
- 22.5 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.
- 22.6 Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

CHILD PROTECTION AND SAFEGUARDING POLICY

23. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

- 23.1 At Chiltern Hills Academy we recognise that children may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the child.
- 23.2 All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the child's welfare and safety at risk.
- 23.3 Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 23.4 In such cases the individual needs and vulnerabilities of each child will be considered.

24. Serious Violence

- 24.1 All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 24.2 At Chiltern Hills Academy we are aware of the risks to children and will take appropriate measures to manage any situations arising (specific training is provided on risk factors and signs of potential abuse).

25. Use of Photography

We will often use photographs and film to capture achievements and help promote successes within our school. We like to have a record of all the wonderful activities our children take part in, guidelines for the use of photography in Chiltern Hills Academy is set out in our **Confidentiality Policy**. Photographs of children should not be used without parents/carers permission especially in the press and internet. This is often a cultural issue of which the Academy needs to be aware. At no time should the child's name be used with a photograph

CHILD PROTECTION AND SAFEGUARDING POLICY

so that they can be identified. The Academy gives clear guidance to parents about the use of cameras and videos during public school events.

26. Filtering and Monitoring

- Governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provision in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.
- The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The South West Grid for Learning (swgfl.org.uk) have created a [tool](#) to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content).
- Governing Bodies and proprietors are directly responsible for ensuring they have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on e-security is available from the [National Education Network](#).
- Technology, and risks and harms related to it, evolve, and change rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the [360 safe website](#).

27. Children who need a social worker (CP/CIN Plans)

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

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

27.3 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. This should be considered as a matter of routine. There are clear powers to share this information under

CHILD PROTECTION AND SAFEGUARDING POLICY

existing duties on both local authorities and academies to safeguard and promote the welfare of children.

27.4 Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures. The school recognises that some groups of children are potentially at greater risk of harm. The school has joined the partnership with Operation Encompass and will receive notification where police have attended an incident of domestic abuse in a child's family home.

28. Mental Health

28.1 We are aware that 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.

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

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

28.4 Where there are concerns for a child's mental health. We will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. Mental health and behaviour in schools (publishing.service.gov.uk). Support is sought from the MHST, where appropriate.

29. Opportunities to teach safeguarding

Schools will ensure 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:

- [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

CHILD PROTECTION AND SAFEGUARDING POLICY

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.
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.
- LGFL '[Undressed](#)' provides schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

30. MONITORING, EVALUATION AND REVIEW

The Governing Board of our school is responsible for ensuring the annual review of this policy.

This policy will be reviewed when there are changes in the law or annually to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.

DATE APPROVED		
REVIEW DATE		
SIGNED PRINCIPAL (Acting)	PRINT NAME	MR TIM DOBBS
SIGNED CHAIR OF GOVERNORS	PRINT NAME	MR A BROWN

CHILD PROTECTION AND SAFEGUARDING POLICY

Appendix

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

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

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

A form of abuse which may involve; hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional Abuse

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

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at,

CHILD PROTECTION AND SAFEGUARDING POLICY

or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It is recognised that exploitation of girls can be different to boys. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Neglect

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

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Mental Health

The school has an important role to play in supporting the mental health, wellbeing and resilience of our pupils but are aware that some people may experience mental health difficulties. The School's Designated Mental Health Lead is Mrs Gaynor Fulton-Willis.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff 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 and should speak to the DSL or a deputy and record their concern on CPOMS

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. 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.

CHILD PROTECTION AND SAFEGUARDING POLICY

The Governors should ensure that the school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Where there are concerns for a child's mental health the academy will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem. Trained Mental Health First Aiders can be required to support students, if appropriate to need.

Mental health and behaviour in schools (publishing.service.gov.uk)

Where parents are concerned about the mental health of their child, they should make contact initially with their child's Year Leader who will be able to discuss how the school can best support their child in or beyond school and appropriate referrals to the school counsellor or external agencies can then be made.

Children with special educational needs, disabilities or health issues

We recognise that children with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

Children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.

The potential for children with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

Communication barriers and difficulties in managing or reporting these challenges

Therefore, we offer extra pastoral support for these children in accordance with their needs.

Students with parents/carers in prison

Staff are aware of the effects that having a parent in prison can have on a child. Approximately 312,000 (Crest research) children in the England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff will refer any concerns around a child to the DSL and support will be provided in school for the child.

Homelessness

CHILD PROTECTION AND SAFEGUARDING POLICY

Staff will be aware that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSLs and DDSLs are aware of contact details and referral routes to the Local Authority so they can raise/progress concerns at the earliest opportunity. Staff will report any concerns regarding a child being homeless or facing homelessness to the DSL and support will be provided in school for the child.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

In Court Process

Staff are aware of the effects that giving evidence in court can have on emotional well-being. Children are sometimes required to give evidence in criminal courts, either for crimes committed

CHILD PROTECTION AND SAFEGUARDING POLICY

against them or for crimes they have witnessed. Staff will report any incidents where a child or their parent has been required to appear in court. The DSL is aware of court processes and will refer to relevant agencies as necessary.

Exploitation

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

Child Sexual Exploitation

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

The definition of child sexual exploitation is as follows:

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

[CSE Guidance Core Document](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery.

[Victims of modern slavery – frontline staff guidance](#)

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

County Lines

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

CHILD PROTECTION AND SAFEGUARDING POLICY

Child Criminal Exploitation

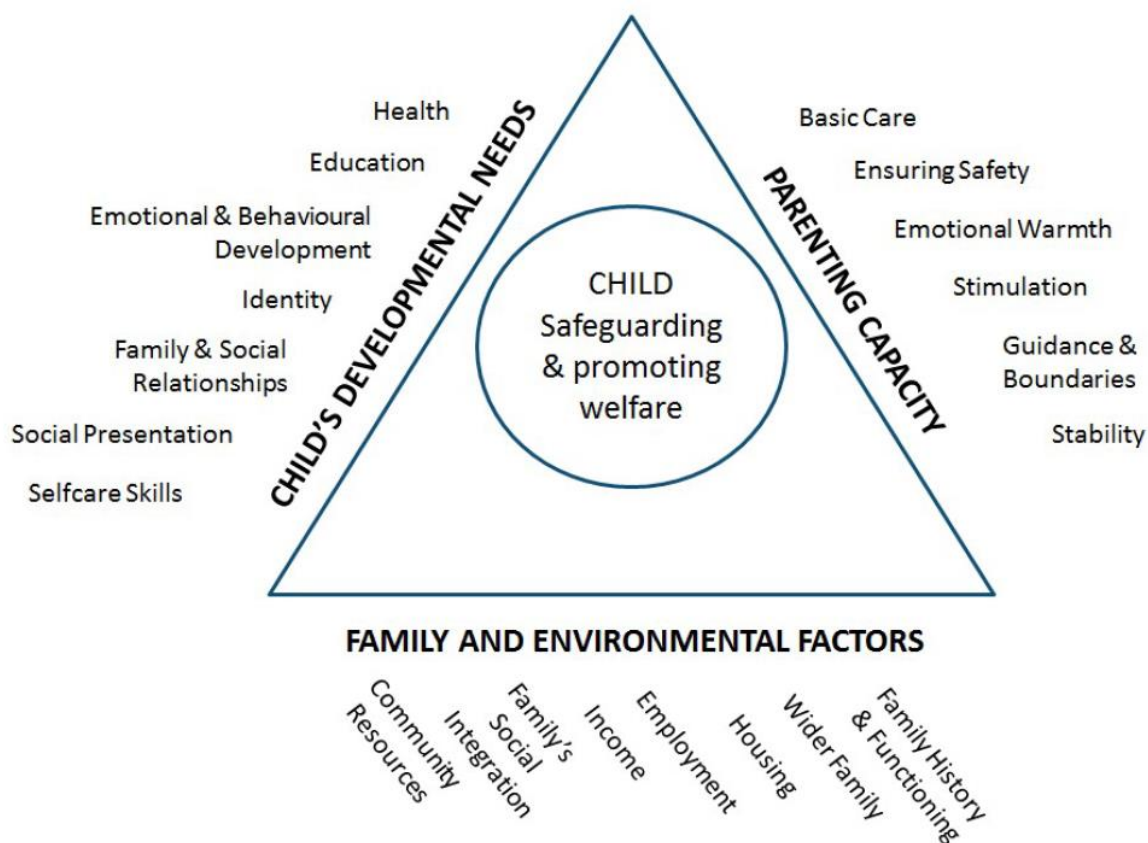
As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "[Working Together to Safeguard Children](#)" 2018

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CHILD PROTECTION AND SAFEGUARDING POLICY

Assessment Framework (from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Any action taken should be in the best interests of the child.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

CHILD PROTECTION AND SAFEGUARDING POLICY

