



Child Protection Policy 2024/25

Policy Reference	
Committee	C&S
Completed Review Date	Sept 24
Policy Owner	Jo Conway
Ratified by Governors	
Next Review Due	Sept 25

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every two years, to assess implementation and effectiveness in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

Contents

1. School Contacts	4
1.1 Contacts in County.....	4
1.2 Linked policies.....	4
2. Policy Specification.....	5
2.1 Definitions	7
3. Introduction.....	8
4. Responsibilities.....	12
5. Procedures.....	18
6. Record-keeping and retention of records.....	21
7. Alternative Provision.....	22
8. Confidentiality and Disclosures.....	23
9. Multi-agency working.....	25
10. Supporting staff.....	25
11. Safer recruitment.....	26
12. Allegations against staff, supply staff, volunteers and contractors (including Governors).....	27
13. Whistleblowing.....	28
14. Physical intervention/positive handling.....	28
15. Anti-bullying.....	28
16. Discriminatory incidents.....	28
17. Health and Safety.....	29
18. Prevention.....	30
19. Online safety.....	31
20. Opportunities to teach safeguarding.....	33

21. Sending nude or semi-nude images.....	34
22. Child-on-Child abuse, including sexual violence and sexual harassment.....	36
23. Cultural issues.....	36
24. So called ‘Honour’ based violence.....	36
25. Contextual safeguarding and extra familial harm.....	37
26. Serious violence.....	38
27. Domestic abuse.....	38
28. Children in need of a social worker (Child Protection and Child in Need Plans).....	38
29. Mental Health.....	39
30. Looked After Children.....	39
31. Children with family members in prison.....	39
32. Homelessness.....	40
33. Modern Day Slavery and the National Referral Mechanism.....	40
34. Allegations against pupils.....	40
Appendix.....	41
Assessment Framework.....	47

1. School Contacts

Principal	Mr Tim Dobbs 01494 770999 tdobbs@chacademy.co.uk
Designated Safeguarding Lead	Mrs Jo Conway
Looked After Children Lead	
Mental Health Lead	01494 782066
Prevent Lead	jconway@chacademy.co.uk
Deputy Designated Safeguarding Leads	Mrs Anne-Marie Sprenger asprenger@chacademy.co.uk
	Ms Danette McCowan dmccowan@chacademy.co.uk
Nominated Safeguarding Governor	Mr Nick Brown Nbrown1@chacademy.co.uk

1.2 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 387981

Secure-asasduty@buckinghamshire.gov.uk

First Response Team (including Early Help, Channel)

The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner

01296 383962

Out of hours 0800

999 7677

Secure-cypfirstresponse@buckinghamshire.gov.uk

Local Authority Designated Officer (LADO)

The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis

01296 382070

Secure-lado@buckinghamshire.gov.uk [Bucks](#)

[Family Information Service](#)

Information for families on a range of issues including childcare, finances, parenting and education, 01296 383293

[Buckinghamshire Safeguarding Children Partnership](#) (BSCP)

Procedures, policies and practice guidelines

[Schools Web](#)

School bulletin, Safeguarding links, A-Z guide to information and services

Thames Valley Police, 101

(999 in case of emergency)

NSPCC

[NSPCC](#), 0800 800 5000

Childline

[Childline](#) 0800 11 11

Kidscape – Parent Advise Line (bullying) [Kidscape](#) (Mon-Weds from 9:30am to 2:30pm),

020 7823 5430

Female Genital Mutilation Helpline (NSPCC)

[NSPCC FGM Helpline](#), 0800 028 3550

fgmhelp@nspcc.org.uk

Samaritans -

Helpline [Samaritans](#)

Forced Marriages Unit - Foreign and Commonwealth Office

[Forced marriage - GOV.UK](#) 020 7008 0151 fmu@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)

1.2 Linked Policies

2. Policy Specification

This policy is based on the BCC model Child Protection Framework (Sept 2023) and Working Together to Safeguard Children (Dec 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)
- Anti Bullying
- Behaviour for Learning (including the use of reasonable force)
- Children Looked After
- Complaints and Resolutions
- Disability & Disabled Access
- Equality & Diversity (Staff and Students)
- GDPR
- Lettings
- Special Education Needs and Disabilities
- Health & Safety
- More Able
- Online safety
- Safe Working Practice (Staff and Students)
- Staff Code of Conduct
- Students with Medical Conditions
- Relationships & Sex Education
- Whistleblowing

2.1. Definitions

- Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:
- Providing help and support to meet the needs of children as soon as problem emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing the impairment of children mental health and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Promoting the upbringing of children with their birth parents, or otherwise their family network through kinship care arrangement, whenever possible and where this is in the best interest of the children
- Taking action to enable all children to have the best outcomes in line with outcomes set out in the Children's Social Care National Framework

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online (Working Together, Dec 2023)

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

Children includes everyone under the age of 18.

3. 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 child protection 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 and protect 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 (amended 2004)**; and in line with the following:

“Working Together to Safeguard Children” – [Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/working-together-to-safeguard-children-2023-statutory-guidance.pdf)

“Keeping Children Safe in Education” - statutory guidance for schools and further education colleges - Sept 2024 - [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/keeping-children-safe-in-education-2024-statutory-guidance.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](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 [DfE non statutory information sharing advice for practitioners providing safeguarding services for children, young people, parents and carers \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/dfe-non-statutory-information-sharing-advice-for-practitioners-providing-safeguarding-services-for-children-young-people-parents-and-carers.pdf)

Children Missing Education; Statutory Guidance for Local Authorities – August 2024 [Children missing education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/children-missing-education-statutory-guidance-for-local-authorities-2024.pdf)

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act – 2023 [Prevent Duty Guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/prevent-duty-guidance.pdf)

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](https://www.gov.uk/government/publications/equality-act-2010-guidance)

The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](https://www.unicef.org/uncrc)

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](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused)

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 2024**. They must ensure that there is an auditable system in place to evidence this.

All staff are required to read and adhere to the **Staff Safe Working Practice** which governs behaviours expected of them, as well as understanding **the Behaviour for Learning policy** for children and our **Attendance (Student) policy**.

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.

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.

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 (child on child abuse). Staff are trained in this area and 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.

The aims of this policy are:

To provide an environment in which children feel safe, secure, valued and respected. To support children's' development in ways that will foster security, confidence and resilience, free from discrimination.

Children feel confident that they know how to approach adults if they are in difficulties.

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

- Are aware of the need to safeguard and promote the wellbeing of children
- Identify the need for support early to promote well-being
- Promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
- Are trained to recognise signs and indicators of abuse

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.

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.

To ensure Chiltern Hills Academy has a clear system for communicating concerns both internally and with external agencies in line with Working Together guidance. 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.

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.

To ensure that all staff understand the processes in place to manage an allegation against a

staff member, governor or volunteer.

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**. To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing. This policy is published on our website, (About Us/Policies) and hard copies are available from the Principal's Executive PA.

4. Responsibilities

All staff, supply staff, visitors, volunteers, governors and contractors understand that 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, (Designated Safeguarding Lead), Mrs Anne-Marie Sprenger (Senior Deputy Safeguarding Lead) or, in their absence, to Ms Danette McCowan (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). Staff must maintain a good working knowledge of Buckinghamshire's 'Continuum of Need incorporating Threshold guidance' [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(bucksafeguarding.org.uk\)](https://www.bucksafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

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

Staff must understand vulnerability and that barriers exist when recognising abuse including the following:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children who are experiencing poor mental health

- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines, radicalisation and gang involvement
- Looked after children and previously looked after children
 - Children who have a social worker
- Privately fostered children
 - Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
 - Children who frequently go missing or whose attendance is a concern
 - Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity
 - Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation

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

- Ensure that the Principal and (when not the Principal) the DSL creates and maintain a strong, positive culture of safeguarding within the Academy.
- 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 policy will be reviewed at least annually in line with changes to guidance and legislation.
- Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with.
- 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 and child protection within the Academy; they can be the DSL or can delegate that work to a member of the SLT in the absence of the DSL. The DSL must report to the Principal on a regular basis. The roles and responsibilities of the DSL, Senior DDSL and Deputy

DSL are made explicit in those post- holders' job descriptions.

- 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.
- Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the academy's IT system's online filtering and monitoring.
- 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 to include reviewing online filtering and monitoring on a regular basis and at least annually.
- Ensure robust structures are in place to challenge the Principal where there are any identified gaps in practice or procedures are not followed.
- 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, 2021. 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.
- Ensure that the academy is following the statutory RSE guidance - [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_Education_Guidance.pdf)
- Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- Ensure resources are allocated, as a priority, to meet the needs of children requiring child protection or early intervention.
- 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.
- 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.
- The governing body must ensure that procedures are in place to manage, record and

- escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns).
- The Governing Board must ensure that a named teacher is designated for Children Looked After (Mrs Jo Conway) 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.
- The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored.
- Any outside agencies providing services or activities to the school have provided
- assurances that they have safeguarding policies and procedures in place.

The Governing Body 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:

- Work with the DSL to produce the Child Protection & Safeguarding Policy annually.
- Undertake appropriate safeguarding training, to include Prevent Training and Safer Recruitment training.
- Ensure child protection is regularly discussed at Governing Body meetings
- 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 and complete an audit of the staff files.
- Ensure that filtering and monitoring systems are in place and take part in the review.
- Take responsibility to ensure that the academy is meeting OFSTED requirements as set out in the inspection guidance. [Education inspection framework \(EIF\)](#)

All governors must complete safeguarding training on appointment, to also include Prevent

training. This training must be regularly updated in line with national or local guidance. The governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard a child.

We have a Designated Safeguarding Lead (DSL) who is responsible for:

- Creating a culture of safeguarding within the Academy, where children are protected from harm.
- Ensuring all staff receive an effective induction and on-going training to support them to recognise and report any concerns.
- Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
- Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact, including referrals to First Response and Early Help (FSS).
- Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Ensuring all child protection records are held separately from pupil's educational records.
- Maintaining the record for staff safeguarding training.
- Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Ensure the online filtering and monitoring system is reviewed regularly, at least annually. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact
- Having responsibility to ensure that cover is arranged outside term-time during working hours, with the expectation that all meetings in school holidays are attended including those convened at short notice.
- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- Providing the Principal with a termly report for the Governing Board, detailing how the Academy delivers on its safeguarding responsibilities and any child protection 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.

- Meeting regularly (at least once a term) with the Nominated Governor (Mr Nick Brown) to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the principal with up to date information of any issues.
- 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.
- Referring immediately to the Police, using this guidance, [When to call police 2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) for any cases where a criminal offence may have been committed or risk of harm is imminent
- Completing DSL refresher training every two years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.

To fulfil the DSL responsibilities as set out in the KSCIE, Annex C.

The academy's Principal is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns, may be in conjunction with the DSL
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.
- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that 'The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons', with there being further elaboration that

the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part of the school's Searching and Screening Policy.

5. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and [Buckinghamshire Safeguarding Children Partnership \(BSCP\)](#) safeguarding procedures, "Working Together to Safeguard Children", "Keeping Children Safe in Education 2024" and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015. [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#)

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. 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:

Visitors are:

- Clearly identified with visitor/contractor passes (green/red lanyard) dependent upon clearance
- Met and directed by school staff/representatives
- Signed in and out of the Academy by school staff (Inventory system).
- Given a safeguarding leaflet to read
- Given restricted access to only specific areas of the Academy, as appropriate
- Escorted by a member of staff/representative as required
- Given access to students restricted to the purpose of their visit.
- All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.
- All staff will read Part 1 and Part 5 of the KCSIE, at least annually, will sign a declaration to show that the guidance has been reviewed and they have a clear

understanding of their role. There are audit methods in place to ensure that staff have understood the content.

- 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. Hardcopies are also available from the Principal's Executive PA
- All staff, including supply staff, must follow the reporting procedures as follows when reporting any safeguarding concerns:
 - Staff must ensure the child is in a safe place and in receipt of support
 - Staff must use CPOMS to record their safeguarding/child protection concern
 - All safeguarding concerns are recorded on CPOMS. All CPOMS reports are triaged by the safeguarding team. 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:

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

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

Use a body map to record any injuries seen or reported by the child, if appropriate

Any linked students will be recorded on CPOMS

Attendance

Through our **Attendance Policy**, we have a robust system for monitoring attendance which is in line with the latest national guidance and will act to address absenteeism with parents/carers and students promptly and identify any safeguarding issues arising. We will involve the local authority attendance team at appropriate stages of a student's absence. 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.

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 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

(attendance@chacademy.co.uk). If students arrive after 8.40am they must immediately report to the Attendance Officer who will record them as late. If arriving after 8.50am students will

sign in at reception. 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.

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

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 by the safeguarding team. 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.

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%. Year Leaders and Academy Attendance Officer will monitor year group attendance. YLs will regularly receive Attendance Data for all those students in their year group with under 90% attendance. Depending upon reasons for absence the YL will continue to monitor or contact parents.

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.

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 Policy of any organisation hiring the school's facilities.

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. Governors ensure that staff involved in recruitment panels have at least one person who is Safer Recruitment trained and will be named on interview documents. Allegations against members of staff, supply staff, governors, including volunteers and contractors, are referred to the Local Authority Designated Officer (LADO).

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

Online checks may be undertaken during the recruitment process as per guidance in **KCSIE 2024**. Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time. Life Skills lessons are taught weekly and delivered by the tutor, providing opportunities to discuss a range of topics covering different aspects of PHSE.

6. Record-Keeping and Retention of Records

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.

Records should include:

- A clear and comprehensive summary of the concern
- A clear, detailed and robust chronology must be maintained. Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

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

The last statutory school maintains child protection 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. Child Protection files will only be destroyed when the child reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local, national retention policies. We record low level concern regarding staff, governors and volunteers and review them regularly to look for patterns, escalation or increase in frequency of concerns and take appropriate action as required.

7. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child. It will ensure that the provision has secure and robust safeguarding arrangements in place and meet the needs of the child. A member of staff, from school, will regularly visit the provision and meet with the child to hear their voice and ensure regular attendance.

8. Confidentiality

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

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.

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.

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 data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with 'Working Together' Gov. guidance. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Recognising abuse, neglect and exploitation

In the event of a child disclosing abuse staff must:

Refer to the following guidance:

“What to do if You’re Worried a Child is Being Abused”

[Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

- Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.
- Do 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.
- Make an accurate record of what they have seen/heard using the school’s record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- Reassure the child that they did the right thing in telling someone.
- Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

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

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

Reporting systems for children:

At Chiltern Hills Academy children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report. Students are given regular reminders of who’s who in the safeguarding team, how they can report and who to, this includes, posters, online forms, emails, tutor time and assemblies.

Following a report of concerns the DSL must:

- Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to

the guidance, When To Call The Police: [when-to-call-the-police--guidance-for-schools-and-colleges.pdf \(npcc.police.uk\)](https://www.npcc.police.uk/when-to-call-the-police--guidance-for-schools-and-colleges.pdf) The rationale for this decision should be recorded by the DSL.

- School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response.
- However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or 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.

- 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 immediately, in first instance and then complete the Multi Agency Referral Form (MARF).
- If the child is in immediate danger and urgent protective action is required, the police and/or ambulance must be called, via 999. The DSL must notify First Response of the occurrence, what action has been taken and to take advice about informing parents/carers.

9. Multi-agency work

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

When named as a relevant agency and involved in safeguarding arrangements, Chiltern Hills Academy will co-operate alongside other agencies with the published arrangements.

Chiltern Hills Academy will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

Chiltern Hills Academy will allow access for and work with children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment.

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

10. Supporting Staff

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL 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 or trade union, as appropriate.

11. Safer Recruitment

Chiltern Hills Academy follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk)

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

Here at Chiltern Hills Academy, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teachers, governors, volunteers and contractors.

KCSIE 2024 - Part four contains comprehensive guidance covering the two levels of allegations/concern:

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

All school staff, supply staff, governors, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. (refer to Safe Working Practice for Staff and Students policy)

We understand that a pupil may make an allegation against a member of staff, member of supply staff, governor, volunteer or contractor. 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. If the allegation is made against the Principal, the Chair of Governors must be informed. At Chiltern Hills Academy, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Principal/DSL/Chair of governors (where the allegation is in reference to the Principal) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

The Principal/DSL/ Chair of Governors must:

- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.
- Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found on the school website in About Us/Policies.
- If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.
- 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.
- Our letting agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- Should an individual staff member, supply staff member, governor, volunteer or contractor

be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect or exploitation, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential transfer of risk to the workplace and the individual's own work with children.

- Where there are low level concerns recorded against a member of staff, these should be reviewed regularly, and if they are considered significant, the processes for allegations should be followed.

13. Whistleblowing

We have a **Whistleblowing Policy** which can be found in the Key Documents & Policies area on the website. Staff are required to familiarise themselves with this document during their induction period.

All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Principal or Chair of Governors.

Low-Level concerns

At Chiltern Hills Academy all staff know they have a responsibility to share concerns no matter how small, about any adults working in school using the online low level concern form. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 106 and forms part of regular training for all staff. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

14. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Physical Intervention Policy** and follows the government guidance.

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

15. Anti-Bullying

Anti-Bullying is referenced within the **Equality & Diversity (Staff & Students) policy** and **Anti Bullying 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.

16. Discriminatory Incidents

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).

17. Health and Safety

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.

Children who leave the site during the school day do so only with the written/email permission of a parent/carer and are collected by an authorised adult where appropriate. Chiltern Hills 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 Or an email can be sent by the parent to the attendance officer before the student is permitted to leave the school site.

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. When the academy is hired out to a 3rd party provider, we will ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At Chiltern Hills Academy we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

18. Prevention

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 a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

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

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

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.

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

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 school's 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.

19. Online Safety

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

- Creating a safer online learning environment,
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make students vulnerable, including sharing of semi nudes and nudes (youth-produced sexual imagery),
- Use of mobile technology both within the Academy and on school trips/ outings
- Use of camera equipment, including smart phones,
- What steps to take if there are concerns and where to go for help,
- Staff use of social media as set out in the **Staff Code of Conduct & Discipline policies**

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.

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

- the CONTENT accessed by children
- their CONDUCT on-line
- and who they have CONTACT in the digital world
- COMMERCE – risks such as online gambling, inappropriate advertising, phishing or financial scams

We have a separate **Mobile Phone Policy (Sept 2024)** 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.

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

Discipline policies.

- Staff use of mobile technology whilst on site is set out in the Safe Working Practice for Staff.
- All staff receive online awareness training in order to understand the risks children are exposed to. On induction and at least once per academic year.
- All staff have an understanding of expectations of roles and responsibilities with regards to the online filtering and monitoring processes.

The Governing Body must ensure their school 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.

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 Governing Body is 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](#).

20. 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 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.

Guidance for Appropriate Adults

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/117625/guidanceappadultscustody.pdf

We recognise the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations. To

achieve this, we will:

- Put systems in place for children to confidentially report abuse to a trusted adult.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for children.
- Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback.

21. Sharing nude or 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.

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).

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.

22. Child-on-Child Abuse, including sexual violence and sexual harassment

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.

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

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

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment (including risk factors)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful Sexual Behaviour)
 - Abuse related to sexual orientation or identity
 - Sending nude and semi-nude images (consensual or non-consensual)

- Initiation type violence and rituals
- Emotional abuse
- Abuse with intimate partner relationships

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate students
- Any concerns about the intentions of the alleged perpetrator
- How best to protect the victim and alleged perpetrator as well as any other children whomay have been involved or impacted
- Risk assessment and safety planning will be created in conjunction with external professionals
- In order to minimise the risk of child-on-child abuse taking place, the Academy must:
- Deliver the Life Skills programme to include teaching children about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that children know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any child to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour for Learning Policy and/or the Equality & Diversity, (Staff & Students) Policy**

Upskirting

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Principal, DSL or most senior member of staff.

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

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, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

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.

Support will be given to both victims and perpetrators as required.

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

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education** 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](#)

23. Cultural Issues

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

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other safeguarding concerns. We use an online form that students can report any concerns related to protected characteristics. This is monitored by the Equality and Diversity Lead and overseen by the DSL.

24. So-Called 'Honour' Based Abuse

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](#)

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 fmufco.gov.uk

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

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.

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

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.

25. Contextual Safeguarding and extra-familial harms

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

At Chiltern Hills Academy all staff recognise that children may encounter safeguarding issues that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the child.

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 of abuse or exploitation, criminal exploitation and serious youth violence.

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

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

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

26. Serious Violence

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.

At Chiltern Hills Academy we are aware of the range of risk factors which increase the likelihood

of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

27. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSIE, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

28. Children who need a social worker (Child Protection and Child in Need Plans)

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. Chiltern Hills Academy 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.

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

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

29. Mental Health

At Chiltern Hills Academy 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. 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.

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

Where there are concerns for a child's mental health Chiltern Hills Academy 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.

30. Looked After Children

Chiltern Hills Academy has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children and also the DSL.

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

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

31. Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children. [NICCO](#)

32. Homelessness

Chiltern Hills Academy recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

33. Modern Slavery and the National referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced

labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims)

34. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied. All concerns are reported on CPOMS and triaged by the safeguarding team before being allocated to the most relevant staff member to investigate.

Where there is a risk of significant harm, a child on child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

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 meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing

children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

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

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 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 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](#)"

Forced marriages (FM)

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

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

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.

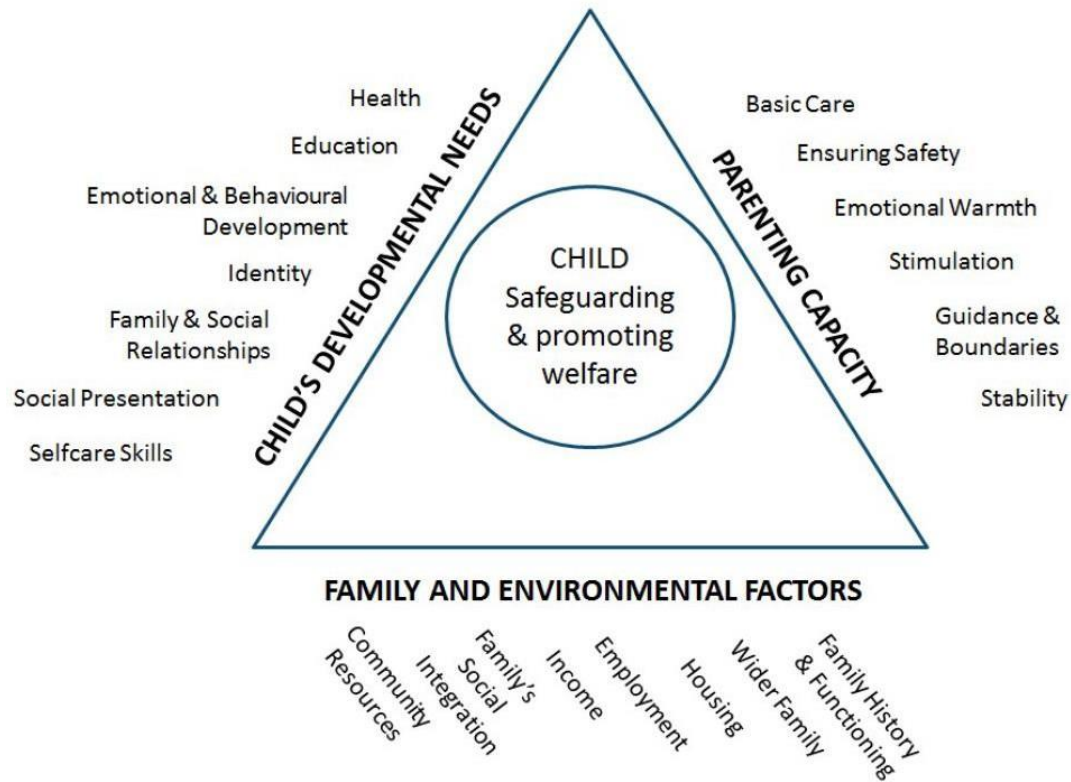
Other than in the excepted circumstances, it is an offence for **any person (regardless of their nationality or residence status)** to:

- 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.

Assessment Framework
(from Working Together to Safeguard Children, July 2023)



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.

