



BEACONSFIELD HIGH SCHOOL

A remarkable Grammar School

CHILD PROTECTION POLICY

Date last reviewed: September 2017

Next review date: February 2018

For review by: Student, Learning & Wellbeing/FGB

Beaconsfield High School

CHILD PROTECTION POLICY

September 2017



Contacts

School contacts

- Designated Safeguarding Lead (DSL): Andrew McClean 01494 673073 ext. 202
- Additional Designated Safeguarding Lead: Rachel Smith
- Nominated Governor: Zoe Barrows
- Chair of Governors: Sarah Kucera

Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- First Response Team (including Early Help) 08454 600 001
- Local Authority Designated Officer (LADO): 01296 382070
- RU Safe? (Barnardos - Child Sexual Exploitation Service) 01494 461112
- Social Care, Out of Hours: 0800 999 7677
- Thames Valley Police 101 (999 in case of emergency)
- Buckinghamshire Safeguarding Children Board
for procedures, policies and practice guidelines
- Bucks Family Information Service 0845 688 4944
- Schools Web
School bulletin, Safeguarding links, A-Z guide to information and services
- Buckinghamshire Grid for Learning e-Safety Bucks CC e-Safety

Other contacts

- NSPCC 0800 800 5000

- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation 0800 0283550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- CEOP (Child Exploitation and Online Protection)
- Foreign and Commonwealth Office (Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect (Anti – Radicalisation) 01494 421371

1. Introduction

At Beaconsfield High School the health and safety of all students is of paramount importance. One of our main responsibilities is the protection of the students in our care and all must feel that they belong to a secure and caring environment, where they are protected from maltreatment, allowing them to grow up in circumstances that provide safe and effective care so that they can experience the best outcomes.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act (2002), and in line with other national guidance including:

- *Working Together to Safeguard Children* (2015)
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information (March 2015).
- *Keeping Children Safe in Education (September 2016)* - statutory guidance for schools and further education colleges
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act (2015)
- Revised Safeguarding Statutory Guidance 2 '*Framework for the Assessment of Children in Need and their Families*' (2000)
- *What to do if you are Worried a Child is Being Abused: Advice for Practitioners* (2015)
- [Serious Crimes Act 2015](#)

Further information linked to the signs of abuse and female genital mutilation, together with guidance from the Prevent strategy, can be found within the appendices and will be useful for parents, carers, and adults working with young people.

The Governing Body takes seriously its responsibility under section 175 of the Education Act (2002) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements 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 school have read and

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

understood their responsibilities pertaining to part 1 of *Keeping Children Safe in Education* (**September 2016**).

We recognise that all adults, including temporary staff², volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. The *Keeping Children Safe in Education September 2016* document emphasises the need for all staff to understand that a safeguarding event may occur anywhere and that everyone needs to be alert to this possibility. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Policy aims

The aims of this policy are to:

- support students' development in ways that will foster security, confidence, independence and resilience;
- provide an environment in which students feel safe, secure, valued and respected, feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- raise the awareness of all teaching and non-teaching staff of the need to safeguard our students and of their responsibilities in identifying and reporting possible cases of actual and suspected abuse (Reference Appendices 1, 2 and 3);
- provide a systematic means of monitoring students known or thought to be at risk of harm, and ensure we contribute to assessments of their need and support plans for those students;
- emphasise the need for good levels of communication between all members of staff in relation to safeguarding students; ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
- To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- To ensure the school have robust systems in place, which accurately records safeguarding, and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- develop and promote effective working relationships, guided by the Bucks Safeguarding Children Board's Threshold document, with other agencies involved in safeguarding children, especially the Police and Social Care, and promoting the needs of children in our care
- ensure that all staff working within our school who have substantial access to students have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory DBS check, and that a central record is kept for audit.

² Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and governors.

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

3. Responsibilities

All staff at our school understand safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Staff understand if there is an immediate risk of harm then they should call the police or First Response directly and update the DSL at the earliest opportunity

4. Governing Body responsibilities

All members of the governing body understand and fulfil their responsibilities, namely to ensure that:

- the school has a robust Child Protection policy, together with a staff behaviour (Code of Conduct) policy; both are reviewed annually;
- the effectiveness of the Child Protection Policy is monitored and evaluated; governors are satisfied that it is being complied with;
- Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority to act to safeguard pupils at the school. The roles and responsibilities of the DSL and deputy DSL will be made explicit in those post-holders' job descriptions.
- Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective
- the school operates safe and effective recruitment policies and disciplinary procedures, which adhere to Keeping Children Safe in Education **September 2016** and legislation referred to therein; there is at least one person on every recruitment panel that has completed Safer Recruitment training; please see the school's Safeguarding in Recruitment policy for more details.
- the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- on appointment, the DSL undertakes 'new to role' training and interagency training; **further training should be undertaken every two years, and knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role;**
- cover is provided when needed; the additional duties taken on by the member of staff when carrying out this role are acknowledged, especially when there are on-going child protection issues;

- the contribution the school can make to helping children and young people keep safe is recognised through the teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social, Health and Citizenship Education curriculum and sex and relationship education (SRE);
- all other staff have Safeguarding training updated as appropriate;
- the safeguarding needs of pupils, their families and the school are fully understood and resources are allocated to meet identified needs;
- the DSL completes an annual safeguarding audit for the school to evidence how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensure the findings of this audit are shared with the local authority;
- any weaknesses in Child Protection are remedied immediately;
- a member of the Governing Body is nominated to liaise with the Local Authority on Child Protection issues. It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher;
- **the designated teacher works with the Virtual School headteacher to discuss how pupil premium funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan;**
- Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website;
- enhanced DBS checks are in place for all Governors.
- Ensure there is an auditable system in place to evidence ALL staff have read, understood and agree to comply with their roles and responsibilities as laid out in KCSiE 2016.
- It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher

The Nominated Governor for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.

The Nominated Governor will:

- work with the DSL to produce the Child Protection Policy;
- undertake the training available for Nominated Governors;
- ensure that child protection is, as a minimum, an annual agenda item for the Governing Body
- meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities
- Share with County the school's annual report on the delivery of safeguarding over the previous academic year.

5. Procedures

Our school procedures for safeguarding children are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, “Working Together to Safeguard Children 2015” and “Keeping Children Safe in Education” 2016 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015. Our Designated Safeguarding Lead (DSL) will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB.

We have a member of staff (*Additional Safeguarding Lead*) who will act in the DSL’s absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.

Senior staff who are involved in recruitment and at least one member of the governing body will also complete safer recruitment training to be renewed every 5 years.

All adults (including supply teachers and volunteers) new to our school will be made aware of the school’s policy and procedures for Safeguarding and Child Protection, the name and contact details of the DSL, their role and responsibilities under *Keeping Children Safe in Education September 2016*, and internal school policy and procedures about what to do if they have a safeguarding concern; these will be explained to them, as part of their induction into the school. Leaflets giving important Safeguarding advice are available and issued as appropriate to visitors at School Reception.

All members of staff are provided with opportunities **at least annually** to receive training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a student who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.

All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse. All members of staff are trained in and receive appropriate updates in e-safety and how to report concerns.

All parents/carers are made aware of the school’s responsibilities in regard to child protection procedures through publication of the school’s Safeguarding and Child Protection Policy on the school website.

All staff, parents/carers and children are aware of the school’s escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. An individual’s safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL, as information will only be shared on a need to know basis.

The school lettings policy actively seeks to ensure the suitability of adults working with other children on school sites after 6.00pm each weekday night and all day during weekends and school holidays by logging that they have read our Child Protection policy and the latest iteration of KCSIE as well as recording that they have carried out the appropriate DBS checks. Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons

Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.

The school operates 'Safer Recruitment' practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation. We apply the same level of scrutiny to staff employed as supply, via an agency, ensuring their identities, qualification and suitability to work safely with children.

Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

Our procedures will be annually reviewed and up-dated as a minimum.

Visitors to the school site are provided with coloured lanyards to identify their status with regard to Safeguarding. Yellow and green lanyards indicate that a person has been cleared through the DBS. A red lanyard indicates the wearer to be a visitor who should be accompanied at all times.

The name of the DSL is clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL will be available during school hours and term time to support safeguarding within our school.

6. Responsibilities for the Designated Safeguarding Person (DSL)

The DSL (or his/her designated Additional DSL) is responsible for:

- referring a student to the relevant Social Care (First Response) team (according to where they live) if there are concerns about their care or welfare, abuse or neglect, making a telephone referral in the first instance and following up with a written referral using the Multi-agency Referral Form which will be securely emailed to the team (secure-cypfirstresponse@buckscc.gcsx.gov.uk) within the same school day or, if this is impossible, within 24 hours;
- keeping detailed and accurate written records of concerns about a student even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion; Ensuring the school has a policy and process for recording and storing information about child protection concerns, which records, identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.
- ensuring that all such records are kept confidentially and securely and are separate from student records, until the child's 25th birthday, and are copied on to the student's next school or college; each record includes a front sheet listing dates and brief entry to provide a chronology;
- ensuring that an indication of the existence of the additional file (mentioned above) is marked on the student records;

- Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies 'pressed', by school, for re consideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.
- Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting, facilitating transfer of records to maintain confidentiality.
- Providing training to staff/ volunteers to make certain all are aware of their responsibilities in relation to child protection and safeguarding record keeping.
- creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding;
- acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers;
- Being available or ensuring, the deputy is available, in their absence, to staff during school hours and term time for consultation and advice on safeguarding concerns raised. (The DSL and the Deputy are both trained to the same level within our school)
- Ensuring arrangements are in place to support staff outside of these times if students are off site and accompanied by staff.
- Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns;
- Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students who have suffered or are likely to suffer significant harm, attending Child Protection Case Conferences and submitting reports to the conference, which have been shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- Ensuring that any student currently with a Child Protection Plan who is absent in the educational setting without explanation for two consecutive school days without satisfactory explanation is referred to their social worker/key worker's Social Care Team; having, in place a robust system for monitoring absences and addressing this quickly with parents and pupils to effect change. In addition, this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.
- Ensuring if a student about whom there have been child protection concerns leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the student's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above;
- Organising child protection induction, and **training at least annually** for all staff;
- Providing, in consultation with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and governors;

number and type of incidents/cases, and number of students referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures;

- Meeting regularly (once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted using the Section 11 Auditing tool to evidence and monitor performance;
- Meeting the statutory requirement to keep themselves up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service;
- Ensuring that a referral is made of all cases where a staff member has been dismissed or left the school due to the risk/ harm, to the Disclosure and Barring Service;
- Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent
- Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school

7. Prevention

We recognise that the school may play a significant part in the prevention of harm to students by providing them with an ethos of protection and good lines of communication with trusted adults and supportive friends. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.

We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school, we view this as a safeguarding matter like any other, these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student

Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.

School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.

Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.

The school community will therefore:

- establish and maintain an ethos, which is understood by all staff, where students feel secure and are encouraged to talk and are always listened to;

- receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM and radicalisation;
- include regular consultation with students e.g. through assemblies, student voice, participation in Anti-bullying week, involvement with prefects and Anti-bullying ambassadors to check that they are feeling safe and happy during social times at school;
- ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty;
- include safeguarding across the curriculum and provide opportunities to equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying and e-safety work;
- ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies;
- work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.
- Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

8. Supporting Students

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth; staff are required to be vigilant to these signs, to enable early offers of help to be initiated.

- the young minds of our students can be vulnerable and exploited by others; staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism or indoctrination;
- the school may provide the only stability in the lives of our students who have been abused or who are at risk of harm.

Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

There is a need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of student, which may indicate they are at risk of radicalisation.

The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.

Our school will support all of our students by:

- encouraging self-esteem, resilience and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying;

- promoting a caring, safe and positive environment within the school;
- monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol: https://www.buckscc.gov.uk/media/134645/Children_Missing_Education_Protocol.pdf ;
- informing the local authority of any pupil who is going to be deleted from the admission register where they:
 - have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
 - have been permanently excluded.
- recognising that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.

Students with SEND needs in our school are listed on our internal Inclusion List, which is shared with all staff, and are closely monitored by all staff, but particularly by our Inclusion and Learning Support Managers.
- supporting students who may benefit from early help, by providing support as soon as a problem emerges at any point in their life. Staff are aware of their role in identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the student's situation does not appear to be improving.
- liaising and working together with all other support services and those agencies involved in the safeguarding of children; using the expertise and resources of colleagues in other service areas to promote the welfare of student;
- Developing a good working knowledge of the Bucks Safeguarding Children Board's Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.

- working with Prevent officers and the Channel panel to support and safeguard a student thought to be vulnerable to or espousing radical political ideologies;
- liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a student has medical needs;
- notifying Social Care (First Response) as soon as there is a significant concern;
- ensuring that all staff understand the difference between a safeguarding concern and child in immediate danger or at significant risk of harm;
- ensuring that a named teacher is designated for Looked After Children (LAC) 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 Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school;
- Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges, which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying and hazing.
- notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days;
- seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately;
- providing continuing support to students (about whom there have been concerns) who leave the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the student’s new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- At our school, we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect because of these difficulties.
- The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support.
- Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.
- Staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children’s Social Care or the police.

9. Maintaining confidentiality

We recognise that all matters relating to child protection are confidential. We therefore ensure that the Headteacher or DSL will disclose any information about a student to other members of staff only on a 'need to know' basis.

All staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children and students within the school.

Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.

Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

All staff are made aware that they cannot promise a student to keep secrets, which might compromise the student's safety or wellbeing or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know

In general, the school will always undertake to share the intention to refer a student to Social Care (First Response) with parents or carers unless to do so could put the student at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with ESAS or Social Care on this point.

In the event of a child disclosing abuse staff will;

- Listen to the child. Allowing the child to tell what has happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
- Remain calm. Be reassuring and supportive but will endeavour not to respond emotionally.
- Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
- Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically
- Reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice.

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

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

10. Supporting staff involved with students subject to child protection issues

We recognise that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The DSL and his/her team will, in the first instance, support such staff by providing an opportunity to talk through their anxieties. We will also provide the services of a trained school counsellor or alternative external support if it is requested or felt to be of use. This could also be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a Code of Conduct for staff at our school. This forms part of staff induction and is in the Staff Handbook on the VLE. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.

We recognise that our Designated Safeguarding Lead(s) (DSLs) should have access to support and appropriate workshops, courses or [Forums](#) as organised by the LA or Bucks Children's Safeguarding Board.

11. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a student. It is always advisable for interviews or work with individual students or parents to be conducted in view of other adults. Guidance about conduct and safe practice, including the school's Behaviour for Learning policy, and guidance on safe use of mobile phones by staff and volunteers, is provided at induction and can be found in the Staff Handbook on the VLE. Staff should be aware of the school's behaviour/discipline policy/Code of Conduct. This can be found on the school website.

We acknowledge that a student could or may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with students, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. The School will then follow LA procedures and the guidance set out in its separate policy for handling allegations of abuse against staff. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO. Beaconsfield High School has a Whistleblowing policy and further information can be found within that document.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as above) in making this decision, as well as being guided by HR.

If a suspension is made, following Local Authority procedures (as above), restrictions will apply to all staff regarding contact whilst suspended, including the use of social media such as Facebook and Twitter.

If it is brought to our attention that there has been an allegation against a member of the community that is making use of the school environment, the guidance issued by the LADO and Bucks Safeguarding Children's Board will be followed as relevant to the situation.

12. Transfer of Risk

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

13. Whistleblowing

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

For this reason, we have a separated Whistleblowing Policy, which can be found on the school website. Staff are required to familiarise themselves with this document during their induction period.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection concerns internally. Staff can call 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk .

14. Physical Intervention

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, and Advice for Headteachers, Staff and Governing Bodies' (July 2013). This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

We acknowledge that staff should only ever use physical intervention as a last resort if a student is endangering herself or others, and that such intervention must apply the minimal force necessary to prevent injury to another person. Any such events should be recorded and signed by a witness. The parent/carer will be informed of the incident.

The school also understands that physical intervention of a nature, which causes injury or distress to a student, could be considered under child protection or disciplinary procedures.

We recognise that touch may be appropriate in the context of working with children, and all staff are given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.

Headteachers and authorised staff can use such force as is reasonable the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.

Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.

Staff who are likely to need to use physical intervention must be appropriately trained.

We understand that physical intervention of a nature, which causes injury or unnecessary distress to a child, may be considered under child protection or disciplinary procedures.

15. Anti-Bullying

Information on our approach to the prevention and management of bullying can be found in the separate Beaconsfield High School Anti-Bullying Policy. All staff are aware that children with special educational needs or disabilities and, or, or differences/perceived differences are more susceptible to being bullied or becoming victims of child abuse. We keep a record of known bullying incidents; any racist incidents are also recorded. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

16. Racist Incidents

Our Anti-Bullying and Behaviour for learning policies reference how racist incidents will be dealt with and acknowledge the serious nature of these events and their impact on the individual/group of students involved. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

17. Health and Safety

Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

18. E-Safety

All staff should be aware of the school E-Safety plan and Acceptable Use policy, which sets out our expectations relating to:

- Creating a safer online environment
- Giving everyone the skills, knowledge and understanding to help children and young people stay safe online, question the information they are accessing and support the development of critical thinking
- Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
- Use of mobile phones both within school and on school trips/outings
- Use of camera equipment, including camera phones
- What steps to take if one has concerns and where to go for help.
- Staff use of social media as set out in the Staff Code of Conduct.
- Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

- Students, staff and parents are supported to understand the risks posed by *CONTENT – CONDUCT – CONTACT* on-line.
- We have an acceptable Use policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.
- Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

19. Sexting

‘Sexting’, also referred to as ‘youth produced sexual imagery’, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

- Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18
- Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication ‘Sexting in Schools and Colleges’ produced by the UK Council for Child Internet Safety.

20. Cultural Issues

As a school, we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

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

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

We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.

We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.

At our school, we are aware of a range of practices and belief, which can be classified as honour-based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities, we categorise this as child abuse and will act according to our safeguarding processes to safeguard the pupil concerned.

Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.

At our school, we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights.

We recognise that both male and female pupils may be subject to honour based abuse e.g., where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships 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.

Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

21. Retention of Records

When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure.

There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 years.

If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

For cases in which an allegation has been proven false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

In the instance of repeated allegations, however our school retains the right in the interest of safeguarding students to retain a record of concern.

22. Use of Photography

We will often use photographs and film to capture achievements, monitor a child development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website and head teacher bulletins, we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken; upon admission of their child, parents are asked to notify the school if they do not wish photos to be taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc.*). Please refer to our Photographic Images policy for more details.

Due consideration will be given to the appropriate clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

23. Monitoring and Evaluation

The implementation and effectiveness of this Policy will be monitored and evaluated by the designated Governor for Child Protection, and by the Governors' Students' Learning and Wellbeing Committee.

24. Ratification and review

Approved by the Governing Body on: 18th October 2017

(updated by DSL – February 2017 and September 2017)

Review date: April 2018

Appendix 1 – recognising abuse (guidance documentation)

Everyone who works with children has a duty to safeguard and promote the welfare of children. They should be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them. The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

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 –

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of abuse in children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm;
- justifies the need for careful assessment and discussion with DSL or Additional DSLs or, in the absence of all those individuals, an experienced colleague;
- may require consultation with and/or referral to Children's Services;
- the absence of such indicators does not mean that abuse or neglect has not occurred.

In an ***abusive relationship***, the student may:

- appear frightened of the parent/s;
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The **parent or carer** may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- have unrealistic expectations of the child;
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- be absent or misusing substances;
- persistently refuse to allow access on home visits;
- be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

Physical abuse 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.

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury;
- unexplained delay in seeking treatment;
- the parents/carers are uninterested or undisturbed by an accident or injury;
- parents are absent without good reason when their child is presented for treatment;
- repeated presentation of minor injuries (which may represent a "cry for help");
- family use of different doctors and A&E departments;
- reluctance to give information or mention previous injuries.

Children can have accidental **bruising**, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- any bruising to a pre-crawling or pre-walking baby;
- bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- variation in colour possibly indicating injuries caused at different times;
- the outline of an object used e.g. belt marks, hand prints or a hair brush;
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- bruising around the face;
- grasp marks on small children;
- bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

It can be difficult to distinguish between accidental and non-accidental **burns and scalds**, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- linear burns from hot metal rods or electrical fire elements;
- burns of uniform depth over a large area;
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks);
- old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation;

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type;
- there are associated old fractures;
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- there is an unexplained fracture in the first year of life.

A large number of **scars** or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse is 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 children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 to feel frightened and 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.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The following may be indicators of emotional abuse:

- developmental delay;
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment;
- indiscriminate attachment or failure to attach;
- aggressive behaviour towards others;
- scape-goated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn or seen as a "loner" – difficulty relating to others.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

Recognising Signs of Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct;
- sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- continual and inappropriate or excessive masturbation;
- self-harm (including eating disorder), self-mutilation and suicide attempts;
- involvement in prostitution or indiscriminate choice of sexual partners;
- an anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area;
- blood on underclothes;
- pregnancy in a younger girl where the identity of the father is not disclosed;
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

In order to determine fully the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- *Equality* – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- *Consent* – agreement including all the following:
 - Understanding what is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- *Coercion* – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

Neglect is 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 because of maternal substance abuse. Evidence of neglect is built up over a period and can cover different aspects of parenting. Indicators include:

- failure by parents or carers to meet the basic essential needs e.g. adequate food, hygiene, medical care clothes, warmth and shelter (including exclusion from home or abandonment; if a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority;
- a child seen to be listless, apathetic and irresponsive with no apparent medical cause;
- failure of child to grow within normal expected pattern, with accompanying weight loss;
- child thrives away from home environment;

- child frequently absent from school;
- child left with adults who are intoxicated or violent;
- child abandoned or left alone for excessive periods.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses. Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.
Victoria Climbié Inquiry Report.

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

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

- young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community);
- children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community;
- girls at risk of genital mutilation (usually being taken back to their country of origin for this procedure to be carried out);
- children being trafficked from abroad;
- girls and/or boys at risk of being forced into marriage.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs, which can assist professionals in identifying children, or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;

- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy, exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;
- police involvement, police records;
- involved in gangs, gang fights, gang membership;
- injuries from physical assault, physical restraint, sexual assault.

Peer on peer abuse

Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. Our Behaviour for Learning Policy and guidelines, together with our Anti-Bullying Policy, Equality and Diversity Objective, and our 'Four Respects' clearly state our expectations of appropriate behaviour for students in school, which are regularly reinforced through assemblies, bulletin messages and our robust system of pastoral care.

Any concerns should be passed directly to the Designated Safeguarding Person (DSL) or Additional Designated Safeguarding Lead.

Appendix 2 – Honour-based Violence, including Forced Marriage and Female Genital Mutilation

So-called ‘honour-based’ violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

The following is based on recent national guidance and is to help inform parent, carers, staff and any other adult involved with young people.

a) Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and a crime, which falls within the Crown Prosecution Service definition of domestic violence. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party; if needed the school will seek advice and information from the **Forced Marriage Unit - 020 7008 0151** or fm@fco.gov.uk.

b) Female Genital Mutilation (FGM)

In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), we recognise our **statutory** duty to report to the police where we discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18; failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure:

- Type 1 Clitoridectomy - partial/total removal of clitoris
- Type 2 Excision - partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 - all other procedures that may include pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Usually the belief is that FGM:

- brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- part of being a woman / rite of passage
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean / hygienic
- is cosmetically desirable
- mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

Prolonged absence from school and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage, there is the 'One Chance' rule. It is essential that schools and colleges take action **immediately**.

Any concerns should be passed directly to the Designated Safeguarding Person (DSL) or Additional Designated Safeguarding Lead.

Appendix 3 – Prevent Strategy

In line with the Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act (2015), we recognise our duty to prevent people being drawn into terrorism. The following is based on recent Home Office guidance and is to help raise awareness of the Prevent strategy among parents, carers, staff and any other adults involved with young people.

Prevent is one of the four elements of [CONTEST, the government’s counter-terrorism strategy](#). It aims to stop people becoming terrorists or supporting terrorism.

The Prevent strategy:

- responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views
- provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with

The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism. The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Factors that could make someone susceptible or vulnerable to carrying out or supporting violent, criminal or terrorist acts:

- Family change
- Physical changes
- A grievance/ sense of injustice
- Wanting respect
- Issues in school
- Wanting to belong
- Searching for sense of identity/ self-worth/ purpose

It is important to consider both emotional (for example, anger or disappointment) and external factors (for example, foreign conflicts, extremist material online).

Behaviours that may indicate a cause for concern:

CHANGE – emotional, verbal or physical; these changes could include:

<i>EMOTIONAL</i>	<i>VERBAL</i>	<i>PHYSICAL/ CIRCUMSTANTIAL</i>
Short tempered	Fixated on a subject	Clothing/ appearance
Angry	Closed to new ideas/ conversations	New circle of friends
New-found arrogance	Change in language/ use of words	Changing relationships with family/ friends/ staff
Withdrawn	Asking inappropriate questions	New family members attending school events
Depressed	“Scripted” speech	Change of routine
Crying	Saying inappropriate things – a call to violent action	Use of internet
		Absence

Any concerns should be passed directly to the Designated Safeguarding Person (DSL) or Additional Designated Safeguarding Person