



Child Protection Policy

2016 – 2017

The Pace Centre

This policy was adopted on:

The policy is to be reviewed by:

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on:

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It is due for review on

SignatureDateHeadteacher

SignatureDateChair of Trustees

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1. Contacts

1.1 School contacts

Designated Safeguarding Lead (DSL):

Until 6th October 2016 (due to maternity leave)

Claire Smart Head Teacher

01296 392739/614287

07848 023979

From 7th October 2016

Polly Kempson Joint Head of School

01296 392739/614287

07848 023979

Deputy Designated Safeguarding Lead(s):

Shleena Lee Joint Head of School

01296 392739/614287

Susan Muir Head of HR

01296 392739/614287

Nominated Governor (Trustee): Clive John

01494 433757

Chair of Governors (Trustees) : Julian Lovelock

01280 816190

1.2 Contacts in County

Education Safeguarding Advisory Service

01296 382912

Education Safeguarding Advisor

01296 382732

Local Authority Designated Officer (LADO):

01296 382070

First Response Team (including Early Help, Channel referrals)

08454 600 001

Social Care, Out of Hours:

0800 999 7677

Thames Valley Police

101(999 in case of emergency)

Local Safeguarding Children Board

[Bucks LSCB http://www.bucks-lscb.org.uk/](http://www.bucks-lscb.org.uk/) for procedures, policies and practice guidelines

Family Information Service

0845 688 4944

SchoolsWeb

[BucksCCSchoolsWeb](#)
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 Email: fgmhelp@nspcc.org.uk	08000283550
Samaritans	0845 790 9090
CEOP	CEOP https://ceop.police.uk/ (Child Exploitation and Online Protection)
Foreign and Commonwealth Office (Forced Marriages Section)	0207 008 0151
Crimestoppers	0800 555 111

2 Introduction

“Disabled children are 3.4 times more likely to be abused than non-disabled children.” (Sullivan and Knutson 2000)
“Research has shown that children with communication impairments, behavioural disorders, learning disabilities and sensory impairments are particularly vulnerable” (cited in Stalker et al 2010)

Children with disabilities have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater and created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairments. (Safeguarding Disabled Children: Practice Guidance 2009)

Every child at The PACE Centre has a very individual diagnosis and provision is differentiated and highly personalised. Despite their individual differences, all children at PACE have a disability and in most cases this is a sensory motor condition such as cerebral palsy along with other associated difficulties. These can include speech and language difficulties, sensory processing difficulties, visual impairment, hearing impairment, complex medical needs, and in some cases learning difficulties amongst others.

The development of each individual child’s ability to communicate and express themselves is integral to the PACE integrated curriculum approach. Children with speech and language difficulties and particularly children who are non-verbal are identified as being particularly vulnerable in relation to child protection due to these difficulties in terms of their ability to express themselves should they have been exposed to any kind of abuse, neglect or mistreatment. Therefore it is critical to ensure that they have the opportunity to express themselves at all times according to their individual capacity to do so.

At all times, children at The PACE Centre have the means to communicate and express themselves to the best of their ability, and in the event that a staff member has cause for concern or if a child wanted to initiate a disclosure there is complete support and flexibility to take as much time as is necessary to facilitate this important communication exchange irrespective of the timetable for the day. See Teaching and Learning Policy for more details of how communication is taught and developed through the PACE Integrated Curriculum.

Staff at The PACE Centre get to know the children in their group very well and use their observational skills and expertise as well as their positive relationships to closely monitor and changes in behaviour or signs/indicators of abuse at a very early stage.

At the heart of The PACE Approach, lie our core values: **Child and Community Centred, Empathy, Achievement, Expertise, Innovation, Dedication.** These very much underpin all elements of PACE practice especially our dedication and commitment to ensuring the complete wellbeing and protection of PACE children.

This child protection policy should be read in conjunction with the following:

Childcare Policies and Procedures:

- First aid policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions
- Whistleblowing Policy
- Lost Child Policy
- Sexual Health, Drugs and Alcohol, Nutrition and Dental Care Policy
- Procedure to be followed for taking children on outings
- Physical intervention and restraint
- Mobile Phone Policy
- Missing Child Policy
- Family Partnership and Home Liaison Policy
- E-Safety Policy
- Equality and Diversity Policy
- Concerns and Complaints Policy
- Child Not Collected Policy
- Attendance Policy
- Anti Bullying Policy
- Accessibility Policy
- Movement and Handling Policy
- Health and Hygiene Policy
- Dysphagia Policy
- Maintenance and Equipment Policy
- Confidentiality Policy
- Transport of Children Policy
- Security and Keyholders Policy
- Safer Recruitment Policy
- Risk Assessment Policy
- Medical Equipment Policy
- Blood Borne Infections Policy
- Computer Resources Policy

Staff Policies and Procedures

- Accident Reporting Procedure
- Alcohol and drugs misuse policy
- Confidentiality Policy
- Disciplinary Procedure
- Performance Policy
- Equality and Diversity Policy
- Health and Safety at work policy
- Mobile Phone Policy
- Probation and Induction Policy

- Safer Recruitment Policy
- Standards of Practice/Code of Conduct
- Supervision Policy and Process

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

- “Working Together to Safeguard Children 2015”
- The Education Act 2002
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges. September 2016
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 including The Prevent Duty:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf

In addition, the following literature has been considered and this policy should be read in conjunction with the following:

- Safeguarding Disabled Children: Practice Guidance (DCSF 2009)
- Stalker K, Green Lister, Lerpiniere J, McArthur K (2010), “Child protection and the needs and rights of disabled children and young people: A scoping study”, University of Strathclyde. Available to download from: http://strathprints.strath.ac.uk/27036/1/child_protection_abridged_report.pdf<http://strathprints.strath.ac.uk/27036>

2.2. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children and to ensure staff work together with other agencies to make certain adequate arrangements are in place to identify, assess and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1 of Keeping Children Safe in Education 2016 (together with Annex A).

At The PACE Centre we believe safeguarding and promoting the welfare of our students to be **everyone’s responsibility**.

2.3 Governors and senior leaders at the school will ensure staff receive training and support to help them exercise this responsibility effectively.

2.4 We will have mechanisms in place to support staff to strengthen their understanding of safeguarding and child protection issues, both locally and nationally. Ensuring staff are able to apply this to risks and vulnerabilities faced by students, helping them to feel confident to act in order to promote the wellbeing of our students and protect them from harm.

2.5 We recognise that all staff² and Governors have a full and active part to play in protecting and promoting our pupils wellbeing. Our students’ welfare is our paramount concern.

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

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

2.6 At The PACE Centre we believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

2.7 The aims of this policy are:

- a. To support the development of an environment which fosters feelings of security, confidence and resilience in our students.
- b. To underpin a culture of safeguarding within our school. Supporting staff and volunteers to understand the role they play in safeguarding and promoting the welfare of students and to feel confident in knowing what to do if they are concerned.
- c. To ensure we take a child centred approach to safeguarding which supports the voice of the child to be heard and enables staff to always act in the child's best interest.
- d. To support an environment where staff are professionally curious and feel confident to question behaviours and reflect on what meaning this may have for a child's care or welfare. Taking action to address issues in a timely manner.
- e. To afford structure to our procedures for safeguarding which are known to and followed by all members of our school community. One which offers a systematic means of monitoring children known or thought, to be at risk of harm, or whose welfare may require support to enable the child to reach its full potential.
- f. To support all staff to understand the need for effective working relationships with partner agencies, guided by the Threshold document, to safeguard and promote the needs of children at our school.
- g. To ensure all staff are aware of the risks adults working with children may pose, supporting staff to be vigilant and know what to do if they are concerned about the behaviours of colleagues, visitors or other adults working with children.
- h. To provide structure in our whole school approach to safeguarding, which begins with safer recruitment, strengthened by our Code of Conduct and ensures those who potentially pose a risk to children are identified and prompt action is taken to protect students from harm. We apply the same standards to include other community users of our facilities.

3. Responsibilities

- 3.1 All staff at our school understand that safeguarding children is **everyone's** responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the Designated Safeguarding Lead (DSL) ([see contacts sheet](#)) or, in their absence, to the Deputy 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. **Any** member of staff however can make contact with social care if they feel a child is at risk of harm.
- 3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:
 - 3.2.1 Ensure the school has a robust Child Protection Policy, which reflects local and national safeguarding issues which may affect our students. This is reviewed at least annually.
 - 3.2.2 Keep under review the induction arrangements for new staff and volunteers, enabling both to actively engage with safeguarding and promote the wellbeing of students, thereby creating a culture of safeguarding.
 - 3.2.3 Monitor and evaluate the effectiveness of the Child Protection Policy and procedures to ensure compliancy.

- 3.2.4 Ensure a Designated Safeguarding Lead (DSL) is appointed who has the required level of authority to act to safeguard pupils. This person will have **lead** responsibility. The LSCB requires all schools to have a Deputy DSL whom the lead may delegate tasks to whilst retaining lead responsibility.
- 3.2.5 Ensure the DSL and Deputy DSL have the required level of training and have utilized local resources to remain updated on both local and national issues concerning safeguarding, which may impact on our school community. The roles and responsibilities of the DSL and Deputy DSL will be made explicit in the post-holders' job descriptions.
- 3.2.6 Appoint a Nominated Governor for safeguarding and child protection. The DSL and nominated Governor will meet regularly (minimum of once a term) to monitor school's delivery on its safeguarding responsibilities.
- 3.2.7 Recognise the importance of the role of the DSL and support him/her, ensuring the required training, necessary to be effective, is undertaken. Governors will keep under review both the capacity and competency of the DSL to fulfil their responsibilities.
- 3.2.8 Ensure arrangements are in place during school and term time for the DSL to be available for consultation and advice to staff and partner agencies.
- 3.2.9 Recognise the contribution the school can make to helping children and young people keep safe, ensuring the school curriculum affords students the opportunity to consider a range of safeguarding issues and how to keep themselves safe.
- 3.2.10 Ensure robust recruitment policies and disciplinary procedures are in place, which adhere to *Keeping Children Safe in Education (KCSiE) 2016*, legislation referred to therein and reflects the standards agreed by the Buckinghamshire Safeguarding Children's Board (BSCB).
- 3.2.11 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
- 3.2.12 Provide a copy of the Annual Safeguarding Report compiled by the DSL and Nominated Governor, to the Education Safeguarding Advisory Service (ESAS) as part of the BSCB monitoring arrangements. The agreed format will be used to standardise this report across the county.
- 3.2.13 Ensure there is an auditable system in place to evidence **ALL** staff have read and understood their roles and responsibilities as laid out in Part 1 of KCSiE 2016 and staff have also read Annex A as a minimum standard.
- 3.2.14 Governors will ensure the school/college remains a safe place for students to learn both onsite and online. Ensuring filters and monitoring is in place to support students' e-safety.
- 3.3 It will be the duty of the Chair of Governors Julian Lovelock to liaise with relevant agencies if any allegations are made against the Headteacher.
- 3.4 The Nominated Governor for child protection (Clive John) will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Governor will:
- 3.5.1 Work with the DSL to produce the Child Protection Policy.
- 3.5.2 Undertake the training available for Nominated Governors.
- 3.5.3 Ensure safeguarding is firmly on the agenda for both staff at team meetings and discussed termly with governors to support understanding and a whole school approach.

- 3.5.4 Meet regularly (termly) with the DSL to review and monitor schools delivery on its safeguarding responsibilities, identifying strengths and weaknesses. Develop plans to address any deficits in a timely manner.
- 3.6 We have a Designated Safeguarding Lead Claire Smart (until 6th October 2016. Polly Kempson thereafter) who is responsible for:
- 3.6.1 Referring a child if there are concerns about a child's care or welfare: abuse or neglect, to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Multi-agency Referral Form which will be securely emailed to the team within the same school day or, if this is impossible, within 24 hours (secure-cypfirstresponse@buckscc.gcsx.gov.uk)
- 3.6.2 Seeking advice and referring cases to the First Response Team to enable consideration at the Channel Panel where there is a radicalisation concern.
- 3.6.3 Promoting the welfare of children through partnership, working with Early Help providers using the Threshold document for guidance. Working collaboratively to ensure the right help is offered at the right time.
- 3.6.4 Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion. The DSL will have a system in place to review records, to support follow-up or to press for reconsideration if action taken does not achieve the required change needed for the child.
- 3.6.5 Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- 3.6.6 Ensuring if a pupil, about whom there have been child protection concerns, leaves the school records of concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school, as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above. Evidence of transfer of records will be maintained.
- 3.6.7 Creating a culture of safeguarding which is child focused and one which listens to children. Supporting vigilance within the school, beginning with ensuring that all staff receive an appropriate level of induction and training to support them in their understanding. Establishing mechanisms to support staff in developing and strengthening their understanding of safeguarding both locally and nationally. Underlining the fact that safeguarding is everyone's responsibility.
- 3.6.8 Maintaining a record of **all** training received by staff and opportunities to explore their understanding, either during team meetings or inset days, to be retained and regularly reviewed and updated.
- 3.6.9 Ensuring all school staff are aware of the school's Child Protection Policy and procedures and know how to recognise and refer any concerns. Evidence is in place to ensure any changes to policies and procedures are communicated to staff (and when appropriate students and their carers).
- 3.6.10 Having a robust system in place for monitoring absences and addressing this quickly with parents and pupils to affect change. In addition systems will also support early identification of patterns of non-schools attendance and these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being "the single biggest indicator that something is going wrong for the child"
- 3.6.11 Acting as a focal point for advice and guidance for staff and liaising with other agencies and professionals, including any concerns raised for the conduct and behaviours of other staff members.
- 3.6.12 Making known to staff contact arrangements during school and term time should safeguarding concerns arise or support be needed.

- 3.6.13 Ensuring school is able to contribute effectively to the Child Protection process, making certain either they or another appropriately informed member of staff attends the Case Conferences, providing a report which is shared with the parents in advance. Attending family support meetings, core groups, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- 3.6.14 Putting arrangements in place to facilitate schools involvement in these processes during the holiday period, including making contact with the Education Safeguarding Advisory Service for delegation of this task.
- 3.6.15 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.16 Working in partnership, the DSL and the Nominated Governor for safeguarding will meet regularly to review the safeguarding arrangements of the school. This work will inform the annual report for the Governing Body, detailing how school has delivered on its safeguarding responsibilities over the academic year. The BSCB agreed format will be used. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures. A copy of the Annual Report should then be sent to ESAS.
- 3.6.17 Additionally, by meeting termly with the Nominated Governor (Clive John), the DSL should share oversight of safeguarding provision within the school, monitoring performance and developing plans to rectify any gaps in delivery noted.
- 3.6.18 Managing their own learning needs, undertaking the required training as agreed by the Local Safeguarding Children's Board, ensuring they have the required level of knowledge and skills for the role.
- 3.6.19 Ensure that a referral is made, in all cases where a staff member has been dismissed or has left the school due to the risk/ harm, to the Disclosure and Barring Service as required.
- 3.6.20 Referring, to the Police any cases where a criminal offence may have been committed.

4. Procedures

Our school procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board's Child Protection Procedures, current legislation and Statutory Guidance.

We will ensure;

- 4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our Designated Safeguarding Lead (DSL) will update their training following the agreed Learning Pathway approved by the LSCB.
- 4.1.2 We have two members of staff who will act as an additional/deputy DSL, who have also received the same level of training for the role and who will work with the Lead. In the absence of an appropriately trained member of staff, responsibility for this role will automatically be devolved to the Headteacher.
- 4.1.3 All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2016 and the booklet "What to do if You're Worried a Child is Being Abused", and have these explained, as part of their induction into the school.
- 4.1.4 All members of staff will receive safeguarding training, a minimum of every three years. This will be arranged or delivered by the DSL. In addition staff will be provided with opportunities, via email, Team Meetings and Inset days at least annually, to strengthen and develop their understanding of the signs and indicators of

vulnerability and abuse, how to respond to disclosure and the procedure to be followed in appropriately sharing a concern. Updates will include local and national safeguarding issues and how these may relate to our school community.

- 4.1.5 To ensure the school has a robust and universally understood system in place for noting and monitoring welfare concerns and any issues relating to the safeguarding of students. Support is in place for staff to understand the need for accurate records of events to be kept and appropriately stored. Ensure these records are of a good standard, clearly differentiating between fact and opinion.
- 4.1.6 A system for reviewing safeguarding records is in place enabling overview, supporting the DSL to press for reconsideration or escalate concerns in a timely manner where the required level of change has not been affected for the child.
- 4.1.7 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy, our safeguarding statement and reference to it in our prospectus/brochure and home school agreement.
- 4.1.8 All staff, parents/carers and children are aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL, as information will only be shared on a need to know basis.
- 4.1.9 The PACE Centre premises is not currently available to let to outside agencies but if it were to be in the future, a lettings policy would be created which will seek to reflect the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting for religious or political reasons.
- 4.1.10 As per 4.1.9, should the premises be used by community users, organising activities for children, they will be made aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- 4.1.11 The school operates Safe Recruitment practices including, approved training of panel members as well as ascertaining the suitability of employed staff and volunteers in regulated activities. These will always be strictly adhered to. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.12 School will maintain a Single Central Record of staff at the school and the checks that have been carried out.
- 4.1.13 Allegations against members of staff are referred to the 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.
- 4.1.14 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Headteacher if events arise which may impact on their capacity to give this undertaking.
- 4.1.15 Our procedures will be annually reviewed and up-dated.
- 4.1.16 The name of the DSL will be clearly shown in 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.

5. Prevention

- 5.1 We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. At The PACE Centre, we work hard in supporting students to feel safe, with adults available to offer support as/when necessary. We will always seek to be child focused in our response and to facilitate an environment where children believe their voices will be heard. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils, either by self-radicalisation or through exposure to extremist views/ideologies.
- 5.2 All staff will receive training to support their understanding of radicalisation and how to identify those who may be vulnerable.
- 5.3 As a school, we ensure our curriculum reflects the central tenant of values, we hold as important, as part of the ethos of our school community.
- 5.4 We will ensure our systems are sufficiently robust to avoid students accessing materials which may be detrimental to their wellbeing, without over blocking which may impair learning opportunities.
- 5.5 Students will be supported to stay safe on line, affording them the opportunities to transfer these safety elements to a range of materials they may be exposed to in the wider world.
- 5.6 We will provide filters and monitor student's use of online materials as a safeguard.
- 5.7 We will provide opportunities, through the curriculum, to support students in developing critical thinking skills as part of a range of safeguarding measures. Students will be provided with a range of mediums to support them to consider their own safeguarding, what might impact on them and how to access the support they might need.
- 5.8 Our Prevent duties are threaded through a number of our policies including E safety and Recruitment.

The school community will therefore:

- 5.9 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk, knowing that they will be listened to.
- 5.10 Receive focused training to support learning and have an understanding about the changing landscape of safeguarding, which is underpinned by legislation and includes issues such as FGM and radicalisation. Support staff to be vigilant and able to recognise and act on assessed vulnerabilities.
- 5.11 Ensure all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 5.12 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn to for help.
- 5.13 Ensure that staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm, including emotional and intellectual harm via social media and use of the internet.

6. Supporting Children

- 6.1 We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment may feel helpless and humiliated, may blame him/herself and find it difficult to develop and maintain a sense of self-worth.

- 6.2 We recognise 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.
- 6.3 We recognise the school may provide the only stability in the lives of students who have been abused or who are at risk of harm.
- 6.4 We accept research which shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.5 Staff recognise the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation.

6.6 Our school will support all pupils by:

- 6.6.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- 6.6.2 Promoting a caring, safe and positive environment within the school.
- 6.6.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol. https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions_reintegration/Children_Missing_Education_Protocol.doc
- 6.6.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children. Using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 6.6.5 Ensuring that if a student is thought to be vulnerable to, or espousing radical political ideologies, staff will work with Prevent officers and the Channel panel to support and safeguard.
- 6.6.6 Ensuring that if a pupil has medical needs, we will liaise with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place.
- 6.6.7 Developing a good working knowledge of the 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.
- 6.6.8 Ensuring a named teacher is designated for Looked After Children (LAC). An up to date list of children who are subject to a Care Order or are accommodated by the County Council, under a voluntary arrangement, will be regularly reviewed and updated. We will work closely with the Virtual School's Head in these events to promote the educational attainment of students "looked after".
- 6.6.9 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 consecutive days.
- 6.6.10 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns and to act on them appropriately.
- 6.6.11 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring safeguarding and school medical records, are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

- 6.6.12 Ensuring outstanding and discrete practice when supporting children with their self-care and intimate care, following the Intimate Care Policy and respecting the dignity of the child at all times.

7. Confidentiality

- 7.1 We recognise all matters relating to child protection are confidential.
- 7.2 The Headteacher or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 7.3 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children, particularly when vulnerabilities are identified relating to radicalisation or sexual exploitation.
- 7.4 Staff will not keep a duplicate of personal records regarding 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 educational record.
- 7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 7.6 All staff must be aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could place the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.

8.0 Supporting Staff

- 8.1 We recognise staff, working in the school, who have become involved with a child, who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 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. 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.
- 8.4 We recognise our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or meetings as organised by the LA.

9. Allegations Against Staff

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)
- 9.2 Staff should be aware of the school's behaviour/discipline policy/Code of Conduct. This can be found on 'Sharepoint' on the 'One drive' within the central folder named 'Policies'.

- 9.3 We understand a pupil may make a disclosure about, or an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- 9.5 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 the LADO (as in 9.4 above) without notifying the Headteacher first.
- 9.6 The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the following policies depending on the circumstances: The Child Protection Policy, Whistleblowing policy, Physical Intervention and Restraint Policy, Intimate Care Policy, Confidentiality Policy and Disciplinary Procedure. These can all be found on the PACE Onedrive Sharepoint in the folder entitled 'Policies'.
- 9.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.4 above) in making this decision, as well as being guided by HR. Suspension is a safeguard for both the student and the member of staff whilst the matter is investigated
- 9.8 If a suspension is made, following Local Authority procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended, including the use of social media such as Facebook, texting and Twitter.
- 9.9 In the event that PACE premises is let out, the lettings agreement for other users of our school site will require that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Whistleblowing

- 10.1. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 10.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

11. Physical Intervention/Positive Handling

- 11.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our Physical Intervention and Restraint/Behaviour Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. This policy states 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.
- 11.2 Headteachers and authorised staff can use such force as is reasonable under the circumstances of a need to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

- 11.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 11.4 Any use of force or restraint, will be recorded and signed by a witness. Parents/carers will be informed of the incident by the end of the schools day, offered an opportunity to discuss the event and expected to participate in the planning to support the student.
- 11.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 11.6 Staff understand physical intervention, of a nature which causes injury or unnecessary distress to a child, may be considered under child protection or disciplinary procedures.

12. Areas of Particular Risk

- 12.1 A risk assessment of our school site will be carried out to identify areas and situations of high risk. A Health & Safety Audit will also be submitted to County annually to ensure we maintain a safe environment for our students and staff
- 12.2 In the case of safeguarding and child protection, this might identify areas where supervision is difficult and areas where the children may be more vulnerable, such as changing for P.E. and changing for swimming. We will carry out a risk assessment of these areas and have a plan in place to mitigate against identified risk. This will be shared with staff operating in these areas and will be kept under regular review to ensure it remains fit for purpose. We will link with County Health and Safety Team to ensure we comply consistently with best practice
- 12.3 In the case of children staying with host families, including families overseas, the school will follow the guidance in Annexe E as part of the KCSiE, July 2016.

13. Antbullying

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

14. Peer On Peer Abuse

- 14.1 Staff should be aware children can abuse other children. **All** staff should therefore be aware and consider peer on peer abuse as a safeguarding issue and explore this with the DSL, using tools such as:-

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

Referring to this aide and consulting with other agencies such as ESAS or the First Response Team should support schools in their thinking, enabling a safe environment for all to be maintained.
- 14.2 Behaviours should always be reported to the DSL and a welfare form completed as per the school's record keeping policy. Staff will need support to ensure they are mindful of language used. Terms such as perpetrator and victim should be avoided. Further guidance can be found on the BSCB website;

http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Children_Who_Exhibit_Problematic_or_Harmful_Sexual_Behaviour_Procedure.pdf
- 14.3 All schools and colleges should have systems in place to support the young people involved. Any referrals made to social care will require a separate referral to be made for each child involved. Together with social care, school should carry out a risk assessment as part of the support plan.

15. Discriminatory Incidents

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

16. Health and Safety

- 16.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to providing a safe environment for our students to learn. We always strive to protect students, both physically within the school environment and in the online world familiar to many of our pupils. This extends to occasions away from the school when undertaking offsite school trips and visits.

17. E-Safety

- 17.1 All staff should be aware of the school policy on E-Safety which sets out our expectations relating to:
- Creating a safer online environment and our need to monitor our students use of online resources
 - Equipping staff with the skills, knowledge and understanding in order to help students to stay safe online, question the information they are accessing and support the development of critical thinking
 - Inspiring safe and responsible use and behaviour, this includes use of mobile phones both within school and on school trips/outings, along with use of camera equipment, including camera phones
 - What steps to take if staff have concerns and where to go for help.
 - Ensuring that staff use of social media is included within this as set out in the Staff Code of Conduct.
- 17.2 All staff have a duty to support students in staying safe online. This is extended to students' use of mobile technology. The issue of cyberbullying is covered in the schools Anti Bullying Policy which all staff are expected to be familiar with.
- 17.3 All staff are expected to understand the risk associated with young people sharing "indecent" images via their mobile phones. For the purpose of this element of safeguarding we refer to this as "sexting"
- The incident should be referred to the DSL as soon as possible
 - The DSL will hold an initial review meeting with appropriate school staff to clarify who was involved and images believed to be held by students
 - The DSL /Head Teacher will then meet with the young people involved (if appropriate). Devices will be secured until the contract owner is contacted – usually the parents. At no time will school copy, forward, keep or store images
 - Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm or may have used the images to extort or exploit others, a referral will be made to the First Response Team and/or the police immediately.

18. Cultural Issues

As a school we are aware of the cultural diversity of the community around us and seek to work sensitively in addressing the unique culture of our students and their families in relation to safeguarding.

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. There are fewer signs and indicators and more possible explanations. Children with communication difficulties may be especially vulnerable.

18.1 Female genital mutilation

Definition of FGM:

At The PACE Centre we use the World Health Organisation definition as written below.

‘FGM comprises all procedures (not operations) that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons’. (WHO – 2008)

At The PACE Centre, the Headteacher and Governors expect Safeguarding to be everybody’s responsibility and for all staff to adhere to and follow the policies in place to support children and their families to stay safe from harm. As a school we embrace the fact that we live in a multi-cultural society, we are however conscious there are some practices which are permitted in other parts of the world which are against the law in the United Kingdom, the practice of female genital mutilation is one of these.

- 18.1 At The PACE Centre we have a robust attendance policy that gives very careful consideration to holiday requests made by families.
- 18.2 FGM training has been undertaken by the designated safeguarding lead and training disseminated to all staff at the front line dealing with the children.
- 18.3 There is a clear expectation for staff at The PACE Centre to attend training to support them in their understanding of this issue and to be alert to the possible signs that a child may be vulnerable or has been subject to, female genital mutilation.
Staff are aware of their responsibility to escalate any concerns, where they believe a child may be at risk of FGM to the designated safeguarding lead, Staff are also aware they can refer the matter directly to the Police if they believe a criminal act has been committed and a child has been subject to FGM.
- 18.4 Staff are aware of the need to take timely and appropriate action in respect of concerns
- 18.5 Staff at The PACE Centre have been made aware that female students are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Staff have also been made aware of other times of potential vulnerability; extensions to school holiday times, children missing from education or where a child suddenly leaves the school with no follow on arrangements offered. We understand that many girls may not be aware that they may be at risk of undergoing FGM and that we need to be vigilante to indicators of risk.

- 18.6 Staff have been advised of the need to challenge requests from families for extensions to holiday times and to report;
- talk of ceremonies to celebrate the young person becoming a woman
 - changes in patterns of behaviour if a child is taken out of the country or
 - Undisclosed health issues where the child is experiencing discomfort in sitting, going to the toilet etc.
 - Changes in patterns of behaviour e.g. withdrawing from PE gym exercises etc.
- 18.7 The Designated Safeguarding Lead will keep an open dialogue on the topic of FGM (ensuring this is done in an age appropriate way) with students and parents from practising communities who may be at risk.
- 18.8 We have a comprehensive PSHE and Relationship and Sex Education delivered to KS2 children with a discussion about FGM with Year 6 girls, where it is deemed appropriate to their level of understanding.
- 18.9 All staff at The PACE Centre are aware FGM is a child protection issue. Concerns will be addressed under Section 47 of the Children Act 1989 in common with any other safeguarding matter where it is believed a child has suffered or is at risk of suffering significant harm.
- 18.10 Staff are alert to possible indicators that a child is at risk of FGM:
- The family comes from a community that is known to practice FGM - especially if there are elderly women present in the household or where there is knowledge that other family members may have been subject to FGM
 - In conversation a child may talk about FGM.
 - A child may express anxiety about a special ceremony.
 - The child may talk or have anxieties about forthcoming holidays to their/family's country of origin.
 - Parent/Guardian requests permission for authorised absence for overseas travel or you are aware that absence is required for vaccinations.
 - If a woman has already undergone FGM – and it comes to the attention of any professional, consideration needs to be given to any Child Protection implications e.g. for younger siblings, extended family members and a referral made to Social Care or the Police; schools must now report.
- 18.11 If we have concerns that children in our school community are at risk or victims of FGM then we refer to the BSCB Guidelines for FGM (www.Bucks-LSCB.org.uk).
- 18.12 Staff are aware of the need to be vigilant and professionally curious
- 18.13 Staff are required to make an accurate record of concerns, observation or comment in line with schools record keeping policy
- 18.14 The DSL will refer all concerns re possible or actual FGM to social care via the First Response Team. In the event of information coming to the attention of the DSL that there is an immediate threat to the child or it is believe there is a flight risk or a criminal offence has taken place the DSL will refer immediately and directly to the Police
- 18.15 Referral to the First Response Team can be made verbally in the first instance but need to be followed up within 24 with a written account using the Multi Agency Referral Form following the usually CP procedures contained within the main body of our CP Policy
- 18.16 Practical tips
These questions and advice are guidance and each case should be dealt with sensitively and considered individually and independently. Using this guidance is at the discretion of the Headteacher

18.17 What can I ask?

- Talk to children about their holiday.
- Sensitively and informally ask the family about their planned extended holiday ask questions like; Who is going on the holiday with the child? How long they plan to go for and is there a special celebration planned?
- Where are they going?
- Are they aware that the school cannot keep their child on roll if they are away for a long period?
- If there is a concern that a child may be vulnerable to FGM this needs to be reported using the schools CP procedures and/ or the information passed to the Police. Are the family aware that FGM including Sunna is illegal in the U.K even if performed abroad?

☒ The Department for Education website;

<http://www.education.gov.uk/schools/pupilsupport/pastoralcare/childprotection/a0072224/safeguarding-children-from-female-genital-mutilation>

18.18 All staff recognise their mandatory duty to report to the police any disclosure made that a child has undergone FGM

18.2 Forced marriage

In the event of a member of staff having reason to believe that a PACE child is likely to be or has been subject to a forced marriage, the latest Government guidance will be referred to and followed. This can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

18.3 Fasting

In the event that a PACE family would like their child to observe the religious observance of fasting, PACE staff led by the speech and language therapy team and school nurse in the first instance will arrange a face to face meeting with the family to fully explore and highlight the medical and health implications of this decision in relation to the child.

PACE fully supports all of our families in their right to observe traditions and celebrate in line with their culture or religion, however should PACE staff feel that such an observance (e.g. a period of fasting) would be detrimental to the child's health this will be made clear to the family and an appropriate course of action will be agreed in line with best practice and BSCB guidance.

If the period of fasting goes ahead despite PACE staff expressing concern, this will be reported to the DSL who will seek advice from the BSCB and ESAS team, and/or Local Authority Designated Officer (LADO) accordingly.

19. Policy Review

The Governing Body of our school is responsible for ensuring the annual review of this policy, and for reporting back to the Local Authority. The date the next review is due is on the front cover.

Appendix One

Safeguarding and Child Protection

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

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

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 –

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

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

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.

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 in isolation.

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.

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.

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.)(Jan 2003)

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

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

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

Appendix 2 – School Procedures and Processes

SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead.

The member of staff must record information regarding the concerns on the same day, using a standard body chart if necessary. The recording must be a clear, precise, factual account of the observations. (Pro-forma is available at Appendix 2).

The Designated Safeguarding Lead will decide whether the concerns should be raised with the child's parents, referred to the child's allocated Social Worker or referred to Social Care through First Response. If it is decided to make a referral this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Any member of staff or volunteer can access further guidance via the BSCB website www.bucks-lscb.org.uk

WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

DEALING WITH A DISCLOSURE

Reacting to a Disclosure from a Child

The following guidance is provided to assist schools develop a culture of safeguarding which is child centred.

Children will choose an adult to talk to whom they feel they can trust and often at a time of the child's choosing.

The adult to whom they disclose could equally be a teacher, volunteer helper, learning support assistant, or driver etc. It is therefore important that all staff employed in the school know what to do and who to go to for advice when a child discloses to them.

For anyone who may have been subjected to abuse themselves, receiving a disclosure may be particularly distressing. Having taken action to safeguard the young person, it is important for the staff member to seek support as soon as possible in order to reduce the impact on themselves.

When a child discloses abuse: staff should be supported to think of the **Four R's**

i) Receive

- Listen to what is being said, without displaying shock and disbelief
- Take what the child says seriously
- Keep an open mind
- Create a "listening environment" which creates space for the child to be able to talk without external interruption

ii) Reassure

- Reassure the child, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like "I'll stay with you" or "Everything will be all right now".
- Don't promise confidentiality; you have a duty to pass this information to the DSL.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say; "You're not to blame," or "You've done the right thing by telling someone"

iii) React

- React to the child only as far as it is necessary for you to establish the initial outline of what has happened to the child. Don't 'interrogate' or "investigate"; this is not your role.
- Do not ask 'leading' questions, for example, "did she/he touch your private parts?" It is likely the child will have to tell their account again, to specially trained officers; to maintain the integrity of the account and reduce trauma it is best to stop when the outline of events has been gained without risking contaminating the child's account. In the cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Staff should be supported to ask a questions only to seek clarity if required **TED is a useful tool to use to ensure questions remain open**
T- tell me..., E – Explain...Describe...Remind staff, it is not their role to investigate.
- Open questions, such as "Anything else to tell me?", "Yes?", "And?" should be used
- Staff should allow the child to tell his/her own account in their own time. Research has shown this initial disclosure can be the best therapy for a child if they are able to 'talk it out'.
- There should be no criticism of the alleged abuser; the child may love him/her, and reconciliation may be possible.
- Staff need to be aware children can abuse other children. In the event of peer on peer abuse, both children will need support
- Staff should explain to the child what needs to happen next and to whom they have to talk.

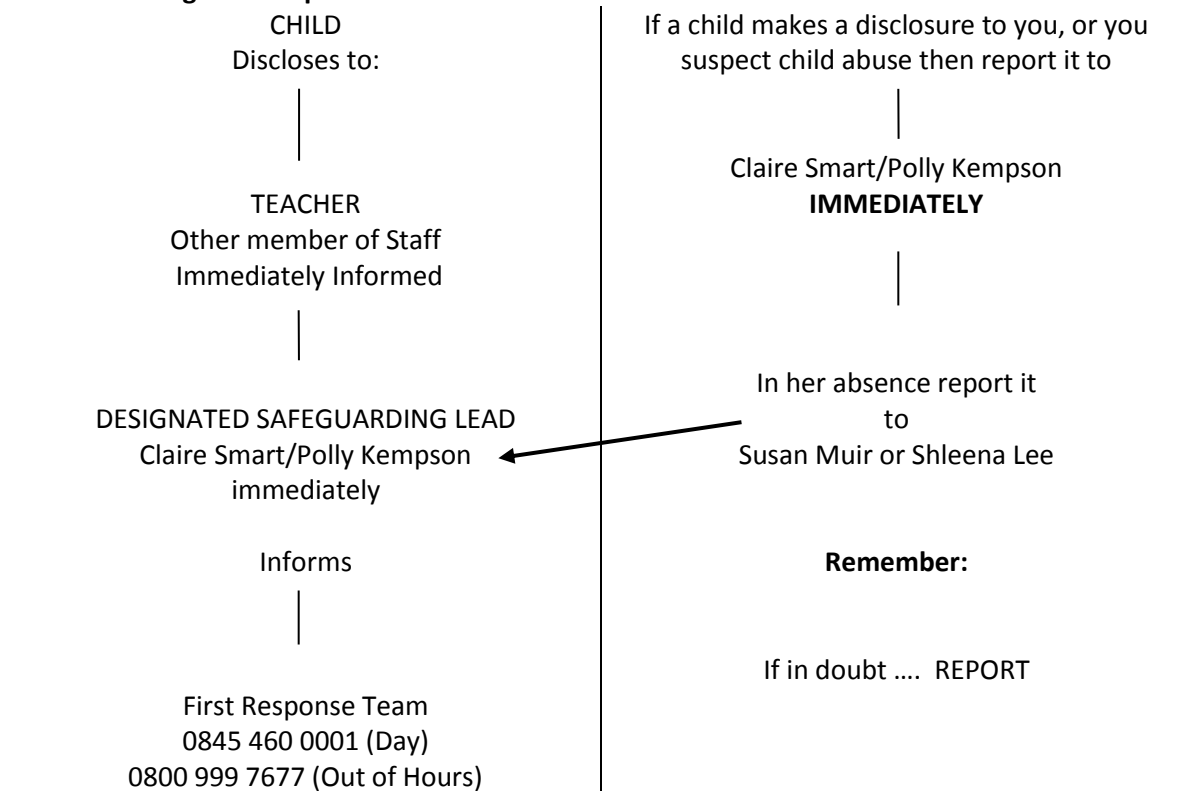
- Staff need to feel confident to follow school procedures - refer to the DSL immediately, whilst the child is at school they are safe, assessments may however be needed to ensure it is safe for the child to return home, this may take time. The sooner you pass the information on the sooner this process can get underway.
- Staff should ensure that someone in the school is identified as a support to the child following the disclosure and beyond.

1.1.1 iv) Record

It is essential that any concerns regarding matters of child protection are recorded carefully and passed to the DSL. Under certain circumstances, where a criminal offence may have taken place, records could be used as evidence in a court; therefore, the following guidelines should always be followed:

1. In the event of a disclosure, make a report of anything said at the time, make a written recording the exact words used by the child to indicate parts of the body, or what has happened to them rather than substituting adult words. Staff should not interpret information. For example if a child has called a body part by an unfamiliar name, this should be written phonetically. Make a note of any accompanying non-verbal behaviour and how the information was imparted. Staff should be supported to recreate the voice of the child on the page
2. In the event of a disclosure, staff should be mindful of time, whilst the child is at school they are safe but assessment may be needed, involving other agencies to ascertain whether it is safe for the child to return home. Staff should therefore provide a verbal report to the DSL following this up with a written account within 24 hours.
3. In the event of peer on peer abuse, staff should be mindful of the language they use when reporting the events, terms such as "perpetrator" and "victim" are best avoided to prevent labelling as both children are likely to be vulnerable and to require support
4. When concerns are raised about a child, staff should note the time, date and place along with what actions or behaviours, statements or conversations heard which have given rise to the concerns. All reports should be signed with times and dates noted of when reports are given to the DSL. The DSL should then in turn record what action they have taken. Records may have to be kept over a period of weeks or months before a referral may be appropriate. Staff should be supported to record statements and observations rather than give interpretations, focus should be given to facts rather than opinions. Record discussions with parents and reactions of the parents to the child
5. A record of all communications, oral or written, with education staff and outside agencies concerning possible abuse and any subsequent actions should be kept. The DSL is responsible for this.
6. If records are kept electronically the security of these needs to be reviewed regularly. Similarly when archiving records these may need to be recoverable in the future, review of archiving needs to take place at regular intervals to ensure access is still available
7. Child protection records should not be kept in a child's general school file. They should be kept separately in a locked cabinet. When the child leaves the school, photocopies of these records should be passed directly to the DSL in the child's new school. The originals should be kept, in case of subsequent investigation or legal action, until the child reaches the age of 25. Schools need an auditable system to evidence they have passed safeguarding record to the child's next school in a timely manner
8. School should be able to evidence the varying levels of support given to students to both safeguard and promote their wellbeing

Procedure for dealing with suspected child abuse



If a child discloses to you, the important do's and don'ts are

Don't question, just listen

Do accept the information freely

Don't look shocked

Do give the child space and time

Don't make judgements

Do tell the child that you must pass on the information

Don't make promises

Do act quickly

Don't involve anyone else

- Listen to the child, rather than directly question him or her.
- Never stop a child who is freely recalling significant events.
- Make a note of the discussion, taking care to record timing, setting and personnel as well as what was said; and
- Record all subsequent events up to the time of the substantive review.

The safety of the child is of paramount importance and must override ALL other considerations

SUPPORT

Dealing with a disclosure from a child, and safeguarding issues can be stressful. Staff will be supported by providing them with an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, as appropriate.

The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

There is a Code of Conduct for staff at the school which forms part of the induction and is in the Staff handbook.

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LOCAL SAFEGUARDING GUIDANCE
AND
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INTRODUCTION

Education providers are key players in the effective safeguarding of children and young people and play a crucial role in both promoting their wellbeing and protecting them from harm. Staffs working within schools and colleges are part of a wider safeguarding system; this is described in more detail within statutory guidance Working Together 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Working Together 2015 is part of a schedule of legislation acting to underpin the roles and responsibilities schools and colleagues have for safeguarding students. Guidance on the whole reflects the consequence of previous failure to prevent the abuse of vulnerable children even where they were known to the education system. Most notably of these were Lauren Wright, and Daniel Pelka, both attended school until the time of their deaths. Lauren was aged six years and had lost two thirds of her body weight, weighing only two stone when she died. Similarly Daniel was described by staff as “wasting away before their eyes”. Both children were regularly seen in school with injuries, both died at the hands of their primary care givers; their parents. These are shocking example of how mistakes by professionals continue to fail to prevent children being abused or killed.

Whilst Education is never an investigative agency, the role of education staff who have regular contact with all children and young people will always be critical in identifying children at risk and alerting other agencies. Safeguarding responsibilities in all agencies will be examined as part of the regular inspection routine. This is reflected in the new Ofsted Inspection Framework which places primary emphasis to safeguarding arrangements within schools to ensure they are robust and clearly understood by staff, students and parents/carers

The Department of Education, has issued further statutory guidance under Section 175 of the Education Act 2002 and “Working Together” 2016. Keeping Children Safe in Education 2016, is the fourth edition of this Guidance and places emphasis on safeguarding being **everyone’s** responsibility. These changes reflect the importance central government is now placing on the role of schools and colleges in safeguarding. There is no intention here to duplicate this guidance, but to support school/colleges understanding of how their safeguarding responsibilities may be supported within a local context..

SECTION ONE

LEGISLATIVE FRAMEWORK

1.1.1.1.1.1.1.1 THE CHILDREN ACT 1989

This Act underpins all childcare legislation; the following three sections are particularly relevant to professionals working with children in education.

Section 17 – places a duty on Local Authorities (LAs) to safeguard and promote the welfare of children within their area who are in need, and to provide a range and level of services appropriate to those children’s needs.

Section 27 – requires LAs and other organisations to assist in the exercise of functions, including those under Section 17.

Section 47 – requires LAs to make child protection enquiries if they have reasonable cause to suspect a child in their area is suffering or is likely to suffer significant harm, and for LAs and other organisations to assist them with those enquiries if asked to do so.

This Act also introduced the concept of “legal” parental responsibility and introduced the term “the welfare of the child is paramount”

1.1.1.1.1.2 CHILDREN ACT 2004

This Act sets out the framework for all services working with children, with safeguarding children being recognised as a key area. As a result of the Act, the Buckinghamshire Safeguarding Children’s Board replaced the Area Child Protection Committee, and the Director of Education was replaced by the Director of Children’s Services.

WORKING TOGETHER 2015

This guidance sets out the expectations and requirements on individual services to safeguard and promote the welfare of children. It gives a clear framework for Local Safeguarding Children’s Boards to monitor the effectiveness of these processes. It also links to a range of supplementary guidance which needs to be considered alongside this e.g. Keeping Children Safe in Education Sept 2016

1.1.1.1.2.1.1.1 EDUCATION ACT (2002)

S175

Legislation under Section 175 of the Education Act (2002) places a statutory duty on LAs and the Governing Bodies of all schools and further education institutions, to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. In addition, these bodies must have regard to any guidance issued by the Secretary of State in considering what arrangements they need to make under Section 175.

S157

Section 157 and the Education (Independent Schools Standards) (England) Regulations (2003) place the same duties on the proprietors of all independent schools including academies, free schools and colleges. The Non-Maintained Special Schools Regulations (1999) require the governing bodies of non-maintained special schools to make arrangements for safeguarding and promoting the health, safety and welfare of pupils.

'Everyone in the Education Service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and at school'

KEEPING CHILDREN SAFE IN EDUCATION (September 2016)

The Department for Education has published an updated version of the statutory guidance Keeping Children Safe in Education, which revises and replaces the 2015 guidance. This will come into force for schools on **5 September 2016**.

It sets out what schools and colleges in England **must** do to safeguard and promote the welfare of children and young people under the age of 18.

This guidance is for:

- Head teachers, teachers and education staff
- Governing bodies and proprietors.

The Guidance explicitly states that safeguarding is **everyone's** responsibility and by adopting a child centered approach staff must always act in the best interests of the child. It also adds a section around the importance of Early Help and gives focus to safeguarding issues such as E –Safety Prevent, Forced Marriage, child sexual exploitation, and FGM etc. which schools/colleges must have regard to

A full list of changes can be found in Annex H of Keeping Children Safe in Education (Sept 2016)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

KCSiE 2016 is divided into four sections and offers guidance on the following;

Part one	Safeguarding Information for all staff
Part two	The Management of Safeguarding
Part three	Safer Recruitment
Part four	Allegations of abuse made against teachers and other staff

It has a number of helpful Annex's to strengthen staff understanding. Governors should ensure **all staff** have **read** at least Part One of this guidance along with Annex A and have a system in place to evidence this. Annex H also outlines the amendments made to previous versions of the guidance

1.1.1.1.1.3 HUMAN RIGHTS ACT (1998) AND DATA PROTECTION (1998)

1.1.2 The Children Act (1989) and Human Rights Act (1998) have changed the way referrals to Social Care are made. Parents now have a right to know their child is being referred – unless it is reasonable to assume that informing the parents will place the child at greater risk of harm or that it would lead to the destruction of evidence – this is most likely in cases of alleged physical or sexual abuse, or in cases where Fabricated and/or Induced Illness in the child is a possibility.

1.1.3

Informing a parent of a referral to social care where it is believed a child may have been harmed, should not be confused with seeking their consent. Whilst schools and colleges should always seek to work in partnership with parents, consent is not required if concerns for a child's protection are held

A child can bring an action for damages against a Local Authority if concerns are raised that staff were aware a child was subject to harm but failed to act. If the child is still a minor, the parents or guardians would bring the action on their behalf. When the child reaches adulthood, they can bring a claim in their own right, normally within three years of the injury coming to their attention, but this can be extended by the court if leave is granted.

With this in mind, **when a child moves school, their educational record should be transferred to their new school**: when they finally leave school, their last school, should retain their record for a further nine years. **In the case of child protection concerns however, records should be retained until the young person reaches the age of 25.** The DSL should **copy** and retain the original records; reports, referrals or records the school have generated. The copies together with any other records generated by other agencies should then be passed to the child's next school. This record should be transferred separate to the pupil's educational record. (See transfer of records guidance) The school should retain allegations of a child protection nature against members of staff until the staff member concerned reaches retirement age plus 10 yrs.

Data protection legislation means parents/former pupils have the right to see their educational records. Although child protection information is exempt from this requirement, if a parent or former pupil asked to see notes registering any child protection concerns, then it is likely that a Local Authority would be obliged to show them, unless the case had involved a criminal prosecution, care order or other legal prohibition.

An exception might be made if it was considered that to release the information would cause individual harm to the parent or former pupil. Therefore, it is vital that all information written about children, or allegations made a child is kept to objective comments, verbatim accounts and factual information.

Before disclosing any information as an access request school/college should follow Bucks County Council's procedure. If in doubt contact the Council's Data Protection Officer or Legal Services.

1.1.3.1.1.1 FREEDOM OF INFORMATION ACT (2000)

Public authorities have a duty under the Act ([s16](#)) to provide advice and assistance to applicants, and potential applicants, for information. Comprehensive advice to applicants is available on the Buckinghamshire County Council website, and any enquiries should be directed to that site. Any school policy should be consistent with that advice. Details of any individual(s) or cases must not be disclosed and are exempt from FOI Act and requests can only be made under Data Protection Act 1998.

SEXUAL OFFENCES ACT 2003

1.1.4 The Sexual Offences Act 2003 has established a new legal framework for defining acceptable and unacceptable relationships. It clarifies that it is totally inappropriate for any education professional to form a personal relationship with a young person under 18. This should be clearly stated in the schools' Code of Conduct. It makes new provision about sexual offences including those against children.

1.1.5 Sections 16-19 of the Act re-enact and amend the offence of abuse of position of trust under sections 3 and 4 of the Sexual Offences (Amendment) Act 2000.

It is an offence for a person aged 18 or over who works in an educational institution or service, and is in a position of trust in respect of a child (17 or under) at the same institution, to intentionally:

- **Engage in sexual activity with that child**
- **Cause or incite that child to engage in sexual activity. This includes the activity commonly known as 'grooming'**
- **Engage in sexual activity in the presence of that child**
- **Cause that child to watch a sexual act**

Whilst intended to cover activities in the real world this applies to online relationships as well. All staff should be aware of school/colleges expected behaviours of them and their use of social media, for this reason amongst others

This has implications for schools/colleges who may employ 6th form students to run specialist project after they have completed their A levels, when the 6th former may be in a relationship with another student still at the school as the ex-6th former would now essentially be a member of staff with the same duty of care, holding the same position of trust as any other member of staff

SECTION TWO

ROLES AND RESPONSIBILITIES

Keeping Children Safe in Education 2016 defines the roles and responsibilities for safeguarding held by **all** staff working in schools and educational institutions. These responsibilities are broader in Working Together 2015, re enforcing the multi-agency approach needed to safeguard children effectively.

In order to comply with the Bucks County Council's (BCC) own responsibilities to safeguard children, all services need to ensure they have **effective** procedures in place to inform staff how to respond to concerns, or any disclosure of child abuse either within the child's family, wider community or involving staff. Roles, responsibilities and expectations of staff behaviours, should be clearly detailed in a Code of Conduct. The Code of Conduct together with the establishments Safeguarding and Child Protection Policy should form part of any new staffs' induction and regularly reviewed to ensure staff have a good working knowledge of their roles and responsibilities

A key feature to developing a culture of safeguarding within schools is ensuring staff are clear about the processes in place to support them in this task. A comprehensive induction process support this understanding to be developed from the outset. Ensuring that safeguarding is discussed as part of team meetings/inset days supports this topic to be kept in the forefront of people's minds and raises their awareness. The BSCB Threshold Document should be understood by staff to support the right help to be offered to children and their families at the right time

<http://www.bucks-lscb.org.uk/professionals/thresholds-document/>

All schools and colleges need to ensure their procedures comply with BCC's guidance on Safer Recruitment. Education providers need to ensure that their procedures comply with BCC's guidance on Safer Recruitment and that the correct level of checks are undertaken pre-employment, this should include checks to the Prohibitive Oder checklist for all teaching staff

Schools and colleges should also give consideration to expectations they may have of staff to self-report in the event of incidences occurring in their personal life which may have implications for possible transfer of risk to students e.g. child protection investigations being conducted on their own children, arrests or reports of domestic violence, affray etc.

LOCAL AUTHORITY DESIGNATED OFFICER

In Bucks we have retained the title of Local Authority Designated Officer (LADO) rather than assumed the term

Designated Officer referred to in KCSiE 2016. Their role and function however is the same. The LADO has responsibility for:

- Providing advice and guidance to schools and other educational services with regard to allegations against staff and volunteers
- Liaising with the police and other agencies
- Being involved in the management and oversight of individual cases
- Monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process

Where the role of the LADO could be compromised by his/her operational involvement in a case, the Named Senior Officer within the Local Authority will oversee arrangements.

THE EDUCATION SAFEGUARDING ADVISOR

The Education Safeguarding Advisor (ESA) is responsible for ensuring all education services and educational establishments in Buckinghamshire are aware of their statutory responsibilities in relation to safeguarding children.

The ESA's role includes

- Manage the Education Safeguarding Advisory Service to enable schools to deliver effectively on their safeguarding responsibilities.
- Facilitating information sharing for the purpose of safeguarding
- Offering an education perspective at inter-agency forums, undertaking follow-up work alongside the Safeguarding Officers
- Mediating to strengthen partnership working
- Offering appropriate levels of challenge within a multi-agency context to help move cases forward where schools feel they have become stuck
- Challenging schools where safeguarding practice is below expected standards (including record-keeping and sharing of information), providing appropriate support and practical resources to improve delivery.
- Formally monitoring schools' compliance with safeguarding requirements (Education Act 2002/ Working Together 2015) through the Annual Safeguarding Report to Governors
- Ensure training and resource materials available to education providers reflect current legislation, guidance and up to date tools, which reflect the changing landscape of safeguarding

1.1.5.1.1.1 EDUCATION SAFEGUARDING ADVISORY SERVICE

The Education Safeguarding Advisory Service (ESAS) provide schools with a dedicated safeguarding officer linked geographically with schools in each of the districts. ESAS also represents education within the Multi Agency Safeguarding Hub (MASH) and within the Swan Unit – which deals with cases of child sexual exploitation (CSE) in Bucks

The principle tasks undertaken by the team include:

- Offering a daily duty service to support and guide schools on an individual basis.
- The team alongside the ESA works with a range of education providers to support the development of tools, systems and processes to enable them to fulfil their safeguarding responsibilities.
- Maintenance of web base resources for schools via the Toolkit to enhance schools processes in developing awareness for staff
- Supporting Governing Bodies to develop their awareness of their unique roles and responsibilities for safeguarding, via training and resources
- Delivery of both statutory and non-statutory training to a range of schools across Bucks including Independent, Free and Academies
- Addressing issues of safe working practice with school staff through whole school workshops, and individual training.
- Contributes to the work of the BSCB, via the training pool and subgroup membership
- Monitors the effective delivery of safeguarding within schools via the annual safeguarding report and work with schools to address any deficits in provision
- Providing support in other complex safeguarding cases, including mediating with parents upset by school's actions relating to safeguarding their children, and assisting schools in arranging professionals' meetings.
- Issuing a termly Newsletter to all education establishments in Bucks, informing DSL's of training opportunities, recent research, information from Serious Case reviews etc. alongside termly DSL Forums in each district

- Support schools to develop plans to address areas of weakness where processes and practices may have fallen below agreed standards

Other Support Services

The NSPCC describes non-school attendance as the single biggest indicator that things are going wrong for a child. Poor school attendance is a good indicator of something else not working well. This could indicate family issues such as illness, bereavement, parental separation, financial difficulties and housing, or school issues such as bullying or disengagement. Sometimes it will indicate neglect or abuse. It is therefore of the utmost importance that irregular attendance is addressed quickly and effectively.

All schools should monitor children's attendance and be aware when irregularities occur. Absences once noted must be followed up. Schools must have a robust system in place to carry out enquiries as to the child's whereabouts and the reason for nonattendance. This should include communication with the parent (s)/carers as soon as possible if the young person is under 18.

Attendance rates have changed it would now be expected for students at secondary schools in Bucks to have attendance rates no lower than 90% and 95% for Primary. The County Attendance Team can provide support and guidance. They are contactable via email countyattendanceteam@buckscc.gov.uk Further details can be found on schools web

Parents are not always aware of how quickly odd days of absence can add up. If irregular attendance continues, inviting the parents (and child if appropriate) into school for a meeting can provide support and guidance and enable a parenting contract to be agreed to address the concerns. If this fails to produce an improvement, the school should contact the Education Welfare Team for further advice. Alternatively, schools and Academies can purchase services from the Education Welfare Specialist Unit as a traded service to support with attendance concerns. <https://apps2.buckscc.gov.uk/Schools/SchoolsProcess>

If a pupil is absent for ten consecutive school days without contact from a parent/carer, the school should use the Missing Child Protocol (on Schools Web) to report the child as missing from education. Similarly if a child leaves the school and you have not been given details of a new school, it is good practice to keep the child on roll until this is established. If you are unable to do this, again use the Missing Child Protocol.

If there are a range of issues that are affecting a child or young person's attendance, contact the Education Entitlement Team: countyattendanceteam@buckscc.gov.uk

Deletion of Pupils from School Roll

From 1st September new regulations come into force which places greater responsibility on schools and local authorities to jointly identify the destination of any pupil removed from a school roll. These responsibilities apply equally to independent schools. There is an expectation for schools to make reasonable enquiries before off rolling a student and if they are unclear which school a student is moving to they should complete a child missing education form (CME1 form found on schools web under Children Missing Education). There now has to be a known destination or a CME notification. Unknown destinations are a potential safeguarding issue which was raised by the head of Ofsted, Sir Michael Wilshaw, following the Trojan Horse enquiry where children were removed from school rolls with unknown destinations. Please contact the Children Missing Education Officer 01296 383098 or email childrenmissingeducation@buckscc.gov.uk if you would like further information.

ROLE OF GOVERNING BODIES (including Governors of FE Colleges Academies, Free Schools and Proprietors of Independent Schools)

Governing Bodies are responsible for **ensuring** their establishment has:

- A senior board level or equivalent lead to take leadership responsibility for safeguarding. This person should meet with the DSL regularly to gain oversight of arrangements for safeguarding and work with senior leaders to address any deficits identified.
- It is the responsibility of the Governing Body to appoint a Chair of Governors and to ensure their own learning needs, regarding the changing landscape of safeguarding, is regularly reviewed, updated and revisited
- Effective policies and procedures for **safeguarding** and **promoting** the welfare of students. This should include a staff behavioural policy/Code of Conduct, amongst other matters, the policy should outline acceptable use of technologies on site, staff/pupil relationships and staffs use of social media. The Governing Body is expected to review these policies at least annually. They must ensure parents are aware of the school's Child Protection Policy, this should be made freely available (See Appendix 1)
- A Child Protection policy which includes reference to the additional challenges in recognising and addressing safeguarding concerns involving children with additional needs or who may have a disability. All schools should have a safeguarding statement which clearly sets out the school's role and responsibility for safeguarding, this should be available in the school's prospectus and / the school website. Other policies may include E-safety, Anti Bullying etc, policies should include procedures for minimising the risk of peer on peer abuse. This should detail the process to be followed and the support available following any incident
- A member of the senior management team who is designated with lead responsibility for child protection (the Designated Safeguarding Lead), Bucks requires schools/colleges to have x2 DSL's in post one of which should have "lead" responsibility, the other to act as a deputy/additional. They should both have the required training as agreed by the BSCB (a model of this is included in the section on the role of the DSL) and have time to carry out their duties. Governors need to be confident the DSL is able to work effectively with partner agencies to support and safeguard students
- Procedures for safer recruitment are in place and followed robustly, this should include training to underpin this
- Procedures for dealing with allegations of abuse against members of staff or volunteers working in the establishment. The Chair of Governors must take the lead if an allegation is made against the Head, seeking immediate advice from the LADO. There must also be a process in place for informing the DBS if a staff member has been dismissed or removed due to child protection concerns
- Governors should ensure arrangements are in place during term time for DSL's to be available to staff to discuss safeguarding concerns and support multi agency working. **Out of hours/term time cover also needs to be in place**
- Staff receive training and mechanisms are in place to support staffs understanding of their roles and responsibilities for safeguarding. This should include a thorough induction process for staff and volunteers
- Governors should ensure they appoint a Designated Teacher to support children looked after, this member of staff should have training to fulfil their responsibilities to this vulnerable group of students, including links with the Virtual School
- Additionally governors are now required to ensure appropriate **filters and monitoring systems** are in place for students using technology in school, this needs to be balanced with "over blocking" leading to restrictions on what students can be reasonably taught about staying safe online.

Governors should receive an "overview" on child protection activity within their establishment. Care is needed to ensure this does not breach confidentiality. An Annual Safeguarding Report **must** be made to the Governing Body. A copy of this must then be sent to ESAS to ensure data required for monitoring purposes is made available to the BCC (See Appendix 7)

Governors must ensure parents are aware a Child Protection Policy is in place and available. (See Appendix 1) Many schools will have this in the Safeguarding area on their website

ROLE OF DESIGNATED SAFEGUARDING LEAD

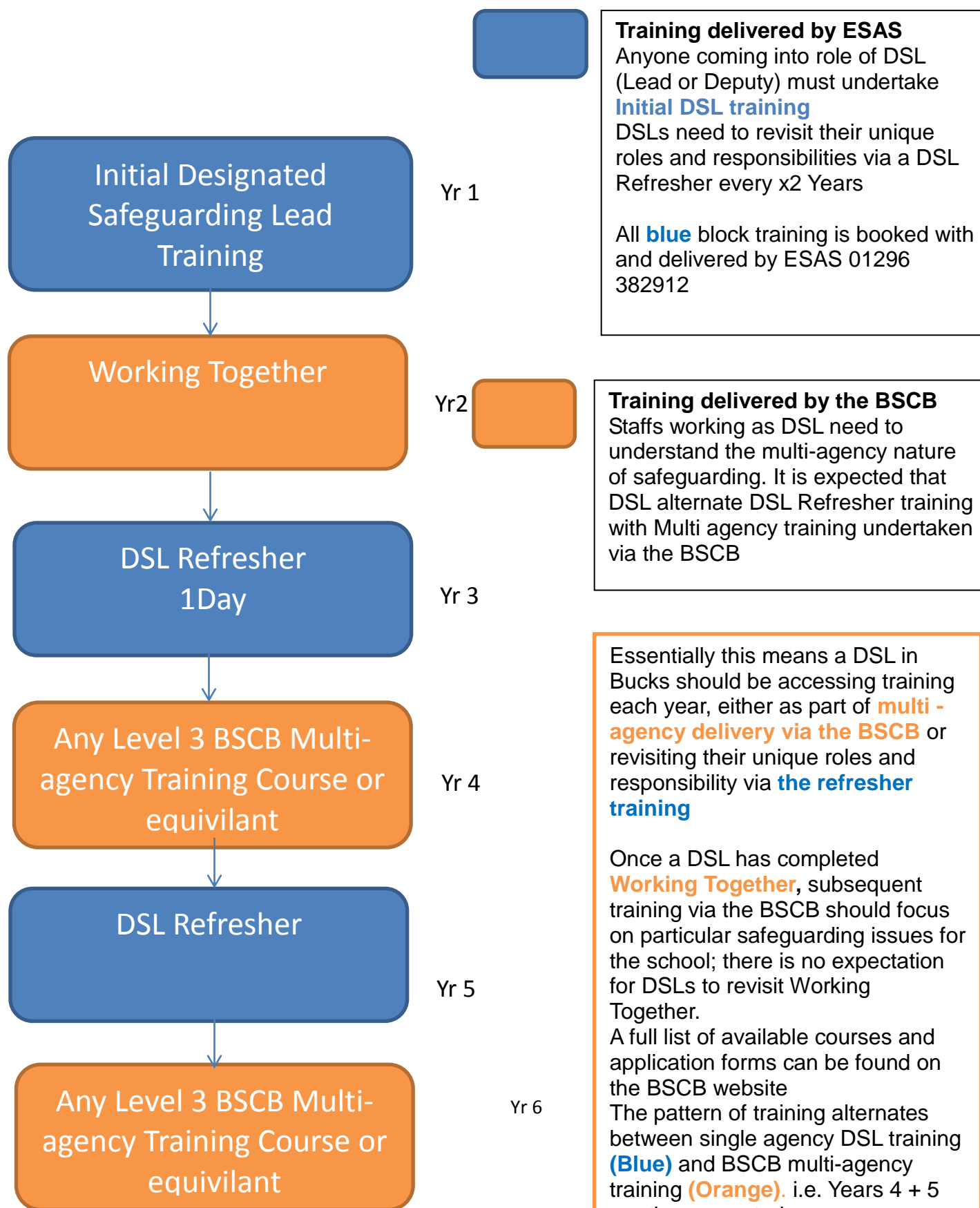
Each educational institution must have a Designated Safeguarding Lead (DSL) for safeguarding and child protection, (KCSiE 2016). This person should be a **senior member** of the leadership team. In Buckinghamshire we recommend a Deputy DSL is also in place to provide support in the absence of the DSL or to share the work load. In most schools the DSL would be a senior teacher, but in a residential school it may be the Head of Care. The post holder must have attended an approved Designated Safeguarding Lead Training course and able to provide advice and support to other staff, effectively creating a culture of safeguarding.

Broad areas of responsibility for the DSL include:

- Acting as a source of support and advice to staff within the establishment on all matters relating to the safeguarding of students or in promotion of their welfare
- Keeping records of safeguarding and child protection concerns, these should be separate from a child's main school file, in a secure location. Ensuring such files are marked for cross reference. DSLs need to have a system in place to support records to be regularly reviewed to allow for monitoring and /escalation if necessary
- Referring cases of suspected abuse to Social Care and engaging with Early Help where support is needed to promote wellbeing/development of students
- Ensuring all staff have received appropriate training (as per Keeping Children safe in Education 2016, BSCB have stipulated this should be a **minimum of every 3 yrs**), any induction of new staff **must** include safeguarding arrangements within the school. The DSL should also ensure mechanisms are in place to support staff to develop their understanding of the complexity of safeguarding at least annually via , emails, team meetings and inset days
- A detailed record of who has done what training, when this was delivered and by whom, is required, a process for reviewing this regularly will also be needed
- Working with the Governing Body to ensure the establishment's policies and procedures are reviewed and updated at least annually to support children's welfare to be promoted
- Ensuring that, when a child leaves the establishment, their child protection file is copied and forwarded to the DSL in the new establishment and this is marked "Private and Confidential" if not hand delivered. Evidence of transfer of record is required. Original documents should be retained and archived. It is essential archiving arrangements are reviewed to ensure they remain recoverable is essential

The BCC is required to maintain a list of all DSLs in post; this supports monitoring of training and also enhances multi agency information sharing by ensuring information is passed to the appropriate staff member in a timely manner

The Learning Pathway for DSLs



“Designated professionals in schools, early years and education training in multi-agency groups, although it is delivered by an inter-professional group of trainers. This

approach reduces the opportunity for interagency understanding and learning". (Ofsted inspection for Cambridgeshire)

For this reason we would strongly recommend schools "sandwich" the DSL Refresher training, with a piece of multi-agency training, to ensure they keep up to date with local and national changes which relate to their specific roles and responsibilities, alongside strengthening their understanding of multi-agency working via the BSCB courses. Essentially this means the DSL will be doing a piece of training each year.

The BSCB "Working Together" training course is required prior to accessing the other BSCB courses. Whilst ESAS and the BSCB offer training to educational providers, they are not the only source. If you are sourcing training external to Bucks you need to ensure training is multi agency and child focused, centring on the protection of children it should also be for a full day. It should also be delivered by an accredited source, if in doubt please make contact with ESAS 01296382912

The training and learning pathway is exactly the same whether the staff member is the Lead or Deputy the reason for this is to ensure in the absence of one, the other can step straight into role

Larger education providers or very busy schools may find it helpful to have one or more additional DSLs (who should also receive the relevant training) – it is not acceptable for responses to child protection issues to be delayed due to the absence of the DSL. The new KCSiE 2016 specifically addresses this, requiring the DSL to be available during term time and school hours. Whilst the DSL can delegate tasks etc. to the Deputy the DSL cannot delegate responsibility which remains with them.

SECTION THREE

Everyone who works with children has a duty to **safeguard** and **promote** their welfare. Staff and volunteers 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 education staff.

The Children Act (1989; 2004) 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. There are currently four categories of abuse and these are:

- Neglect
- Physical Abuse
- Emotional Abuse
- Sexual Abuse

All staff **must** read at least Part One of Keeping Children Safe in Education 2016. (**This should include Annex A**). The guidance references the need for staff to be aware of the different facets of safeguarding and whilst the definition of abuse below may overarch this, staff need to be aware and have available to them, mechanisms to support them to develop their awareness of specific safeguarding issues such as radicalisation, female genital mutilation (FGM) , forced marriage etc. Education providers need to be able to evidence

- How they support staff to develop their understanding.
- How they promote professional curiosity which enables staff to question behaviours and when necessary “think the unthinkable”. Developing a mind set of “it could happen here”
- How they support students to explore safeguarding issues and support carers to develop their understanding, ensuring children’s voices are heard and their wishes and feelings taken into consideration. It should be acknowledged children’s wishes may be contrary to what is in the child’s best interest. Staff therefore need to be confident to act to ensure the welfare of the child is paramount

When considering what children might “need “ it is important staff feel confident to recognise tipping points which may identify a child as being “at risk”

DEFINITIONS OF ABUSE

The sections below are the definitions of abuse taken from Working Together (2015).

1.1.6 Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.

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

1.1.6.1.1.1 Physical Abuse

This 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.

Sexual Abuse

1.1.7 This may involve forcing or enticing a child or young person to take part in sexual activities, including situations which may be exploitative or considered prostitution were the victim to be an adult, 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. These may include non-contact activities, such as involving children in looking at, or in the production of, sexual on-line images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

1.1.8 Emotional Abuse

1.1.9 This involves the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. Emotional abuse 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.

1.1.10 Emotional abuse may also involve seeing or hearing the ill treatment of another, for example in cases where domestic abuse is occurring. It may also involve serious 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.

***NB** Research shows 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*

1.1.10.1.1.1 RESPONDING TO CONCERNS

Concerns are often raised about a child from a number of different sources. The information observed and shared by one member of staff, may not in itself be enough to require a referral to Social Care. However, other observation may have been already reported and these, together with the newest concern, may indicate contact with Social Care or Early Help would be appropriate. Any information held in isolation by an individual will not help to protect the child. The gathering of information within an establishment, which is then shared, can be likened to a jigsaw –the latest concern/information may be the final piece of the puzzle. With this in mind, staff need to be vigilant and always report any concern or disclosure immediately to the DSL, ensuring this is followed up in writing as per schools record keeping processes

The Threshold Document

Staff should be aware of the Threshold Document and how this is applied to ensure children and young people get the right help at the right time.

1.1.10.1.2 To enable all agencies to take responsibility for safeguarding children and considering their welfare, vulnerable children and young people need to be identified as early as possible. Support often needs to be coordinated to help achieve change before things reach crisis point. The Buckinghamshire Safeguarding Children Board (BSCB) has published a Thresholds document which helps identify when a child may need additional support to reach their full potential. This is described through four levels of need:

- **Level 1** – children whose needs are met within universal services
- **Level 2** – children with additional needs showing early signs of vulnerability requiring early help
- **Level 3** – children in need who require statutory or specialist services and targeted early help
- **Level 4** – children who are suffering or likely to suffer significant harm

Thresholds Document Sept 2015

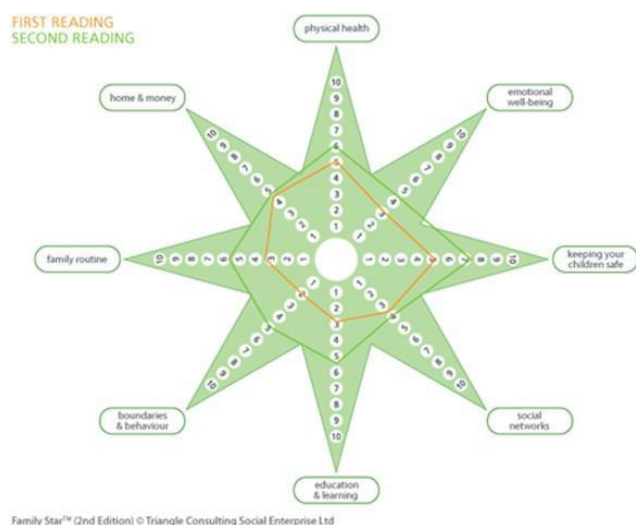
Thresholds Guidance – Nov 2015

Referral Flowchart

The DSL should collate reports of concern and have an overview of this via the creation of a chronology. See Record Keeping Guidance on Schools web. This will also support schools to evidence what actions they have taken to date and any outcomes of intervention made. A chronology can also be attached to the back of a Multi-Agency Referral Form (MARF) in the event of a referral being required for level 3 /4 intervention / support. In order to enable an overview of records to be maintained, it is recommended files are regularly audited to ensure the quality of recording is good, actions have been progressed and if there is no change noted for the child, the DSL escalate the concern or presses for the case to be reconsidered

However, if the concern or disclosure regards a member of staff within the educational setting, this should be reported immediately to the Head Teacher. If the concern involves the Head Teacher, this should be reported to the Chair of Governors. A discussion should then take place with the LADO to agree how the concerns will be progressed

The Family Outcome Star



In order to access **Early Help at level 3** of the threshold, staff within schools will be asked to complete an outcome star with the family as part of the Early Help referral process. The Family Outcomes Star is the single assessment tool of choice for all Early Help services in Buckinghamshire and has been adopted by the BSCB as part of the Early Help Strategy. It forms part of the Families First approach – single worker, single assessment and agreed action plan which all partners engage in delivering. This approach is particularly effective in coordinating services when working with families with multiple issues

An outcome star is **not** need if a referral for **statutory involvement at level 4** is required

Reacting to a Disclosure from a Child

The following guidance is provided to assist schools develop a culture of safeguarding which is child centred.

Children will choose an adult to talk to whom they feel they can trust and often at a time of the child's choosing.

The adult to whom they disclose could equally be a teacher, volunteer helper, learning support assistant, or driver etc. It is therefore important that all staff employed in the school know what to do and who to go to for advice when a child discloses to them.

For anyone who may have been subjected to abuse themselves, receiving a disclosure may be particularly distressing. Having taken action to safeguard the young person, it is important for the staff member to seek support as soon as possible in order to reduce the impact on themselves.

When a child discloses abuse: staff should be supported to think of the **Four R's**

iv) Receive

- Listen to what is being said, without displaying shock and disbelief
- Take what the child says seriously
- Keep an open mind
- Create a "listening environment" which creates space for the child to be able to talk without external interruption

v) Reassure

- Reassure the child, but only so far as is honest and reliable, for example, don't make promises you may not be able to keep, like "I'll stay with you" or "Everything will be all right now".
- Don't promise confidentiality; you have a duty to pass this information to the DSL.
- Do reassure and alleviate guilt, if the pupil refers to it. For example, you could say; "You're not to blame," or "You've done the right thing by telling someone"

vi) React

- React to the child only as far as it is necessary for you to establish the initial outline of what has happened to the child. Don't 'interrogate' or "investigate"; this is not your role.
- Do not ask 'leading' questions, for example, "did she/he touch your private parts?" It is likely the child will have to tell their account again, to specially trained officers; to maintain the integrity of the account and reduce trauma it is best to stop when the outline of events has been gained without risking contaminating the child's account. In the cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Staff should be supported to ask a questions only to seek clarity if required **TED is a useful tool to use to ensure questions remain open**
T- tell me..., E – Explain...Describe...Remind staff, it is not their role to investigate.
- Open questions, such as "Anything else to tell me?", "Yes?", "And?" should be used
- Staff should allow the child to tell his/her own account in their own time. Research has shown this initial disclosure can be the best therapy for a child if they are able to 'talk it out'.

- There should be no criticism of the alleged abuser; the child may love him/her, and reconciliation may be possible.
- Staff need to be aware children can abuse other children. In the event of peer on peer abuse, both children will need support
- Staff should explain to the child what needs to happen next and to whom they have to talk.
- Staff need to feel confident to follow school procedures - refer to the DSL immediately, whilst the child is at school they are safe, assessments may however be needed to ensure it is safe for the child to return home, this may take time. The sooner you pass the information on the sooner this process can get underway.
- Staff should ensure that someone in the school is identified as a support to the child following the disclosure and beyond.

1.1.11 iv) Record

It is essential that any concerns regarding matters of child protection are recorded carefully and passed to the DSL. Under certain circumstances, where a criminal offence may have taken place, records could be used as evidence in a court; therefore, the following guidelines should always be followed:

9. In the event of a disclosure, make a report of anything said at the time, make a written recording the exact words used by the child to indicate parts of the body, or what has happened to them rather than substituting adult words. Staff should not interpret information. For example if a child has called a body part by an unfamiliar name, this should be written phonetically. Make a note of any accompanying non-verbal behaviour and how the information was imparted. Staff should be supported to recreate the voice of the child on the page
10. In the event of a disclosure, staff should be mindful of time, whilst the child is at school they are safe but assessment may be needed, involving other agencies to ascertain whether it is safe for the child to return home. Staff should therefore provide a verbal report to the DSL following this up with a written account within 24 hours.
11. In the event of peer on peer abuse, staff should be mindful of the language they use when reporting the events, terms such as “perpetrator” and “victim” are best avoided to prevent labelling as both children are likely to be vulnerable and to require support
12. When concerns are raised about a child, staff should note the time, date and place along with what actions or behaviours, statements or conversations heard which have given rise to the concerns. All reports should be signed with times and dates noted of when reports are given to the DSL. The DSL should then in turn record what action they have taken. Records may have to be kept over a period of weeks or months before a referral may be appropriate. Staff should be supported to record statements and observations rather than give interpretations, focus should be given to facts rather than opinions. Record discussions with parents and reactions of the parents to the child
13. A record of all communications, oral or written, with education staff and outside agencies concerning possible abuse and any subsequent actions should be kept. The DSL is responsible for this.
14. If records are kept electronically the security of these needs to be reviewed regularly. Similarly when archiving records these may need to be recoverable in the future, review of archiving needs to take place at regular intervals to ensure access is still available

15. Child protection records should not be kept in a child's general school file. They should be kept separately in a locked cabinet. When the child leaves the school, photocopies of these records should be passed directly to the DSL in the child's new school. The originals should be kept, in case of subsequent investigation or legal action, until the child reaches the age of 25. Schools need an auditable system to evidence they have passed safeguarding record to the child's next school in a timely manner
16. School should be able to evidence the varying levels of support given to students to both safeguard and promote their wellbeing

N.B.

- Any allegation / disclosure regarding a member of staff **MUST** be referred immediately to the Headteacher.
- Any allegation / disclosure regarding the Headteacher **MUST** be referred immediately to the Chair of Governors.

Staff will often need support to recognise the complexity of abuse. In most cases multiple issues will overlap with one another, safeguarding issues are rarely standalone events. Whilst some children are able to verbalise worries which may be troubling them others will act out their distress in a range of ways. Staff will need support and opportunities to reflect on what a child's behaviours may be indicating. This outward show of distress may also be linked with drugs and alcohol, truancy and online behaviours which are likely to increase vulnerability.

Staff should be aware children can abuse other children. **All** staff should therefore be aware and consider peer on peer abuse as a safeguarding issue and explore this with the DSL, using tools such as

<https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool>

[Referring to this aide and consulting with other agencies such as ESAS or FRT should support schools in their thinking, enabling a safe environment for all to be maintained. Behaviours should always be reported to the DSL and a welfare form completed as per the schools record keeping policy. Staff will need support to ensure they are mindful of language used. Terms such as perpetrator and victim should be avoided. Further guidance can be found on the BSCB website;](#)

http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Children_Who_Exhibit_Problematic_or_Harmful_Sexual_Behaviour_Procedure.pdf

All schools and colleges should have systems in place to support the young people involved. Any referrals made to social care will require a separate referral to be made on each child involved. Together with social care, school should carry out a risk assessment as part of the support plan.

Staffs need to understand peer on peer abuse may manifest itself in a number of ways other than physically touching. Abuse may include but will not be limited to ; bullying including cyber bullying, gender based violence or sexual assault as well as sexting or releasing images or threatening to do so as a means to sexually exploit another. All staff should be aware of the elements of the schools CP Policy which relates to peer on peer abuse and know what to. This should include an awareness of different gender issues prevalent when dealing with peer on peer abuse which may include both boys and girls being sexually touched/ assaulted or initiation /hazing type violence

If staff are in need of advice support or guidance regarding safeguarding they can have a no name consultation with a safeguarding officer within ESAS (01296382912) alternatively they can make contact with the First Response Team (0845 4600001)

1.1.11.1.1.1 Making contact with Social Care

The First Response Team in Bucks is the single point of entry for services. This includes referrals to The Early Help Panel, The Channel process as well as requests for statutory involvement at Level 4 of the Threshold; - children in need of support as well as children in need of protection. This includes children with a disability. School staff can make contact with the FRT by phone or email

Telephone referrals can be made by calling 0845 4600 001 concerns will be initially recorded on Social Care's computer system (LCS) as a 'Contact'. The person answering the phone will be a CARO, these are not social workers if school staff need to discuss their referral a request should be made for the call to be transferred to a worker within FRT. There is an expectation that any telephone referral will be followed up in writing within 24hrs. This should be done using the Multi- Agency Referral Form (known as the MARF) this should be emailed to the First Response Team's secure e-mailbox;

secure-cypfirstresponse@buckscc.gcsx.gov.uk

All 'Contacts' are assessed by the First Response Team Managers to determine the seriousness and urgency of the concerns raised and to determine the level of assessment required (Section 17- A child is deemed in need of support or Section 47 - a child is thought to be in need of protection, Children Act (1989))

Where the threshold for Children's Social Care is met, the First Response Team will progress the 'Contact' to a 'Referral' on their computer system and a management decision is made about what action should take place to safeguard the child. Referrers should receive an update on information regarding any referral made within 72 hrs.

Where the concerns raised do not meet the Social Care threshold, school will be directed by the team, often at the point of initial Contact, to other forms of support for the child and their family; Early Help provision/universal services or other specialist services.

Where concerns are agreed that the child has been experiencing significant harm, or is likely to experience harm, immediate action will be taken as part of a child protection investigation – see below

Once an initial assessment has been carried out, cases may be transferred to Children in Need Units for further assessment or ongoing work, either immediately, or usually after some short term work has been completed by the First Response Assessment Team.

Either ESAS or the First Response Team will be able to provide advice and consultation directly to you, if required prior to you making a referral or as part of a follow up.

ESAS 01296382732

FRT 0845 4600 001

The Multi Agency Safeguarding Hub – MASH

In Bucks we now have a MASH. This is based at Aylesbury Police Station and is made up of a range of professionals from a number of different agencies including education, health, the police, social care and others such as the RU Safe?

When referrals come into FRT sometimes it is clear what needs to happen, there are other occasions however when more information is needed to support decision making.

Referrals will be reviewed by a manager and passed into the MASH, the various workers will then scrutinise their data bases and make contact with agencies to gather more information. Education is represented in the MASH by a worker from ESAS. Having looked at the ONE system contact will then be made with the school to ascertain a pen picture of the child and share with the school the concerns held. It is vital for DSL to return calls from the MASH as soon as possible, ideally by the end of the school day. The MASH will have only 24 hrs

to collate this information, given the wealth of knowledge schools can offer on children it is vital this information forms part of any evaluation. Reception staff at school should be advised of the need to pass to the DSL any MASH enquires promptly. MASH will not leave the child's name for confidentiality reasons but will ask for the DSL to call them. There may be rare occasions when DSLs may have to be pulled from lessons if the need is urgent, this will be a rarity

1.1.11.1.1.1.1.1.1 Speaking to Parents when you have concerns about their child

Regular dialogue between staff and parents regarding the welfare of their child should be a normal part of pastoral care; this affords transparency to concerns shared and options for support to address these. All parents should be aware of schools safeguarding responsibilities from the establishment's child protection policy and safeguarding statement. In many cases where concerns are ongoing, it would be expected that the DSL explored with the parents the range of options available to support change using the Threshold document level 4 support should form part of this discussion.

When making a referral to FRT the DSL should make contact with the child's parent to inform them of the fact. However, there are some situations when sharing concerns with parents prior to contacting Social Care should **not** happen until advice has been obtained:.

- a) In cases of sexual abuse, where evidence can be destroyed.
- b) Where the risk of violence to the child or others may result (or other significant risks e.g. abduction, forced marriage, fabricated and/or induced illness)
- c) Where a child may be coerced into withdrawing their disclosure
- d) Where the sharing of information with parents is best managed jointly e.g. if the parents have mental health or learning difficulties.

If you are in doubt please speak with colleagues in ESAS or the FRT to gain their guidance. If there are the above concerns, the DSL should seek advice from Social Care prior to making contact and keep a record of the advice given and the name of the worker spoken to.

When the concerns are regarding allegations of sexual or serious physical abuse of the child, this may become a criminal matter; therefore always take advice from Social Care before speaking to parents. This is because Social Care and the Police will have to have a discussion called a Strategy Discussion before any action is taken to safeguard the child (see below).

Parental consent is required if a referral to Early Help is being initiated. Consent is also required if support is being sought from social care for support for the family, consent is not needed if the child is felt to be at risk of harm and in need of protection

1.1.11.1.1.1.1.1.2

1.1.11.1.1.1.1.1.3 Child Protection investigations

It is the statutory duty of Social Care when receiving concerns about children to decide whether thresholds are met to conduct an investigation of child abuse (s47 Children Act 1989; 2004). Where there are concerns that significant harm may have occurred or is likely to have occurred, Social Care will hold a Strategy Discussion/Meeting with the Police department responsible for child abuse which is called the Child Abuse Investigation Unit (CAIU), along with other agencies involved, this will be as part of a joint protocol. If a child protection investigation has been initiated either as a result of a referral from school or where concern has been generated from elsewhere, schools will be invited to take part in the meeting. The aim of this is to share information and agree a joint way forward. It is **essential** for schools/colleges to participate within these meetings either by physically going along (if possible, however time constraints do not always allow for this to happen) or by joining the meeting via the telephone conferencing facilities. It is **crucial** education providers hear the context of children's experiences and the worries held by others, even if schools are not seeing evidence of concern or hold worries for the child themselves

The meeting will conclude with a plan for what needs to happen next to ensure safeguards are in place for the child, for example, whether the child protection investigation will be undertaken by a single or joint agency (Social Care and/or Police).

Where criminal proceedings are planned, the Police will take the lead role on all strategies to be used in the investigation. Schools, colleges and Education Welfare Officers will be contacted by Social Care as part of any child protection investigations into allegations of abuse of a child. Currently, Social Workers in the First Response Team undertake child protection investigations before transferring the case to the appropriate Children in Need Unit for the child's home address.

NB Allegations involving school staff (see Appendix 6 Managing Allegations against Education Staff and Volunteers)
Allegations Involving Contracted Transport Workers (see Appendix 3)

CHILD PROTECTION CASE CONFERENCES

When the concerns of significant harm raised in the initial Referral are substantiated within the child protection investigation an Initial Conference (IC) is likely to be arranged. The allocated Social Worker for the child (ren) will instruct the Conference Administrators to invite the relevant educational settings and other agencies to attend.

If a child at your school is being discussed at Conference it is **vital** that the DSL attend and submits a report. The time frame for this is limited; a conference has to be convened within 15 days. It is recognised that this places a burden on all agencies to be able to respond within time scales. School input to this process however cannot be emphasised enough it is crucial. Children discussed at these meetings are potentially the most vulnerable in the community. Working Together 2015 makes clear the need for schools to prioritise attendance.

The function of an Initial Child Protection Case Conference is:

- i) To share and evaluate the information gathered during the child protection investigation (and any other relevant background information).
- ii) To decide whether the criteria are met for the child (ren) to become subject to a Child Protection Plan.
- iii) To draw up an initial Child Protection Plan for the child(ren). (Where the above criteria are not met, a Child in Need Plan may be appropriate.)
- iv) To identify a Core Group of individuals to help progress the plan.
- v) To set a date for review of the safeguarding arrangements and progress made, in 3 months' time

From the 4th of April 2016, Bucks introduced a new Child Protection Conference Model called the *Strengthening Families Framework*.

The reason for introducing this model, is that it is proven to be more family and child focused and encourages participants at the conference to be more focused in their presentation, so that the concerns about a child can be understood and the focus of the meeting can be on the development of a plan (if necessary) to reduce the concerns/risk.

The conference will cover the following areas:

Dangers /risks

- What places the child at risk of immediate and significant harm?
- What has the child directly experienced and what evidence is there that this means that the child is being ill-treated or health and development impaired?

Complicating factors

- These are factors that contribute to or cause difficulty for the child. For example, a parent’s mental health or drugs misuse.

Safety

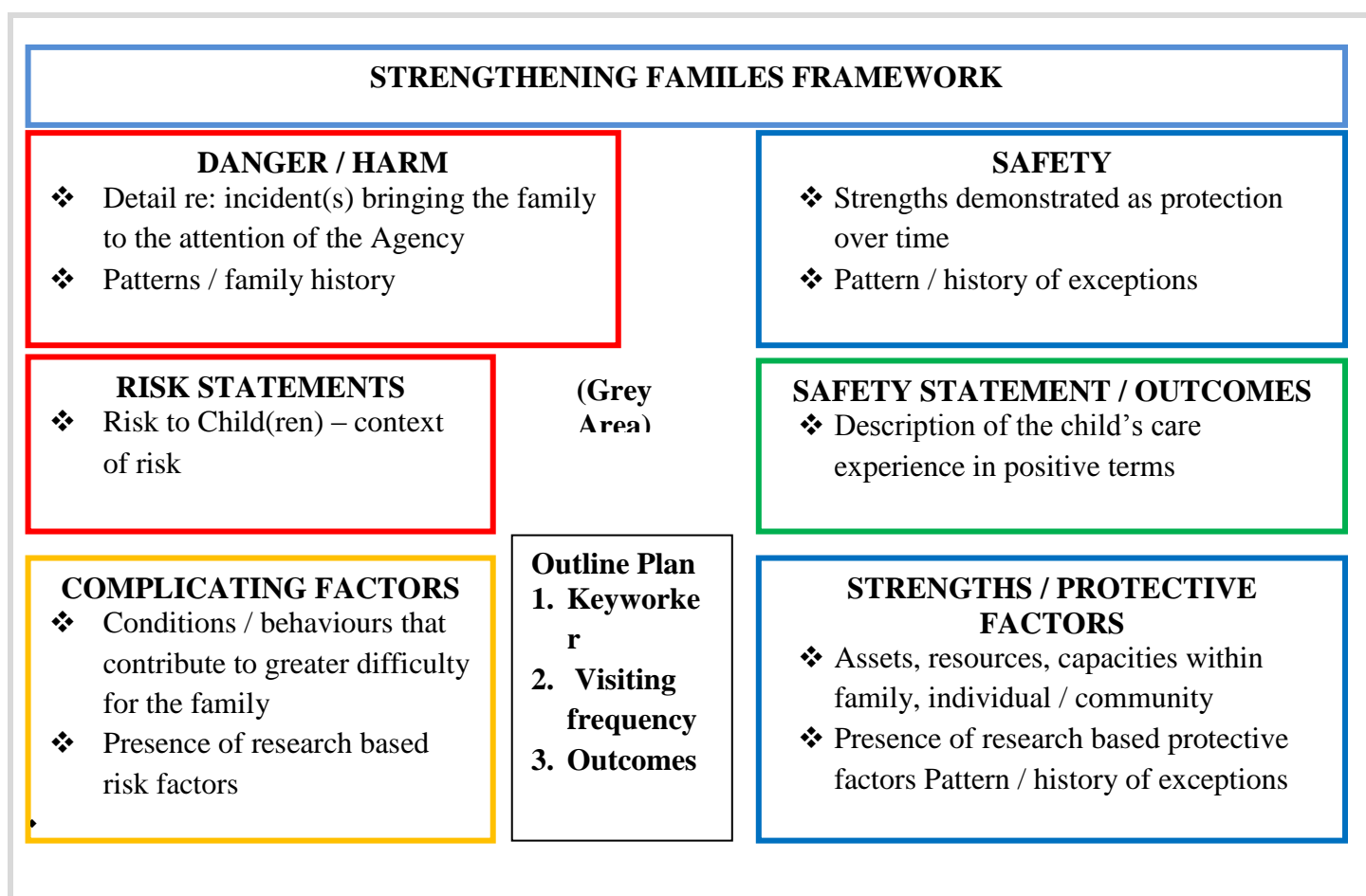
- This is about what is in place that could or does reduce risk for the child that has been evidenced over time or through research is proven to do so.

Strengths

- This looks at positive attributes and functioning within the nuclear and extended family that can make a difference to reducing the risk to children and improving outcomes for them. (N.B. An identified strength does not necessarily equate to a safety factor)

Grey areas

- These are areas where we need more information or additional assessment



School/college will be required to submit a report. A template for this can be found in Appendix 2. It is expected for school to share with the contents of the report with the parents in advance of the conference. Staff should also arrive at the conference approx. 30 mins before the start to enable time to read reports and

share their with other partner agencies. Attendees are expected to bring with them 10-12 copies of their report

It is the responsibility of the DSL to attend the ICPC or to ensure that an appropriate person (someone who knows the child and is sufficiently senior to speak on behalf of the school) represents the school and is fully prepared for this.

Important things to know about the model: Parents should have seen, or know the contents, of any report prior to conference and the conference Chair Person should have received any reports 48 hours before the conference so they can be prepared for the meeting. This will require DSL to email reports to the Conferencing service at least 48 hrs in advance

No new information should be shared in conference that parents are unaware of.

When information is shared in conference, you will need to differentiate between fact and opinion and you may be asked by the Chair Person to provide the evidence on which any opinion was based.

The most pertinent points that are raised during discussion will be written on a white board in the conference room under 5 headings (outlined on previous page).

The conference Chair Person in this model takes a more facilitative role rather than directive.

The aim is for the risks to the child identified to be “owned” as a whole by the group rather than individual agency concerns.

Participation and Engagement of Parents and Children: All children aged 10 and over will usually be invited to some or all of their conference dependent on level of understanding and core information being shared. They also can meet with and talk to the Conference Chair Person instead of or as well as attending.

Parents will be invited to attend 30 minutes before conference to meet with the Conference Chair Person – they will clarify if parents have received information beforehand, that they have had the process explained, what their perspective is and how comfortable they are contributing to the meeting. Parents will sit in the conference room to do this so they can be first in and choose where they feel most comfortable to sit.

The plan: A key difference with the *Strengthening Families* model is after the information is shared and risk to the child or children identified, the plan is developed to address those risks before a decision is made as to the type of plan that is required. This ensures that “The Plan” is robust and addresses the identified need.

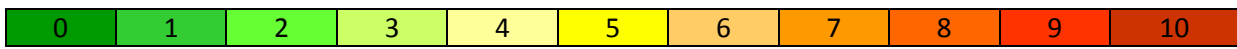
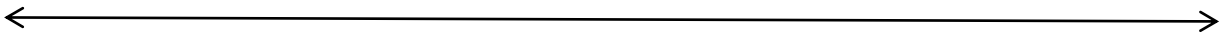
Decision making: All professionals will be asked about the likelihood of significant harm, this is the basis upon which a decision is then required from professionals about the status of the plan.

Even if you have not met the family, you are asked to contribute your opinion as a professional attending the conference on the basis of the information shared and the risks discussed.

All participants will be asked to use a scale of 0-10 to illustrate the level of concern held for the child following the information shared at the Conference.

Zero (0) would mean everyone knows the children are safe to remain at home and potentially agencies can pull back and scale down involvements reduce. Ten (10) however would mean things are so unsafe for the children and potentially, they should not be at home. It is likely there will be a range of scores offered, attendees will be asked to give a brief account of why they have given the rating offered.

(the chair person will place the different judgements and different people's number on the continuum so the range is understood)



The Chair Person is responsible for the conference decision and if there is disagreement may encourage discussion between the professionals. In normal circumstances the conference will follow the majority view but in exceptional circumstances that will be set out, the Chair Person can overrule this.

The DSL should **always** make arrangements for schools input to be given at any review conferences taking place over the holiday period if they are unable to attend in person. A report should **always** be completed by the school; however this can be presented on schools behalf, over the summer holidays for example, by the schools link officer from ESAS. Similarly ESAS will always endeavour to attend any Initial Conferences which are held during this period and present information on behalf of schools.

CORE GROUP MEETINGS

If it is decided at the IC that the child (ren) need to become subject to a Child Protection Plan, a group of professionals and the parents/carers of the child (and occasionally older children) form a Core Group. They are responsible for ensuring the implementation and progression of the Plan. Where a child attends a school or college, the DSL from that establishment will be part of the Core Group. When attending conference, it is important for the DSL to take with them their diaries as the first Core Group is required to take place a max' of 10 days after the first conference and every 4 weeks after this. The first of these dates will therefore be set at the end of the conference along with a review date. The Core Group meetings are arranged as a whole group, but usually co-ordinated by the allocated Social Worker for the child (ren).

The Social Worker should be informed by the DSL from the child's school/college about any incidents affecting the child's physical or emotional well-being, any changes in the child's circumstances or their failure to attend school. If the Social Worker is not able to attend a Core Group meeting, then there is an expectation another professional within the group will Chair the meeting and take minutes, rather than the meeting having to be cancelled and the Child Protection plan not progressed. Copies of the Core Group minutes should be distributed by the minute taker to all Core Group members, including the parents of the child as soon as possible after the meeting in order that all members are aware of their own action points.

REVIEW CHILD PROTECTION CONFERENCES

Review Child Protection Case Conferences (RCPCC) are held (in the first instance after three months and every six months thereafter) in order to review the child's continuing need for a Child Protection Plan. If it is agreed that a CP plan is not needed at the review conference, members would usually form a Child in Need plan to afford a "step down" in support whilst still engaging with the family in order to ensure changes are imbedded. Allowing the family to remain supported for a further period of time. In rare cases, when the family situation has significantly changed, it may be determined no plan is required and Social Care involvement ends.

CHILD PROTECTION TRAINING FOR EDUCATION STAFF

Any enquiries about training for schools, teachers and other education staff should be addressed to the Education Safeguarding Advisory Service 01296 382912

Single Agency

All staff and volunteers working at a school/ college should receive induction training in safeguarding and child protection. It is the responsibility of the DSL: to deliver this initial training and to ensure this is followed up with additional training to support staff to understand fully their roles and responsibilities for safeguarding,

how to identify concerns for a child's wellbeing and know what to do in the event of a disclosure or a child presents in need of protection. Staff must update this basic training in the recognition and referral of child abuse a minimum every three years. In addition the DSL should ensure there are mechanisms in place for staff to strengthen their understanding on a range of safeguarding topics regularly i.e. at least annually It is the responsibility of the DSL to ensure there is an auditable system in place to document and evidence the training received by staff including the governing body.

In addition to the above, the DSL will require specialist training for this role and further inter-agency training. Their training should be updated every year (KCSiE Sept 16). See the Learning Pathway detailed on page 11

The Education Safeguarding Advisory Service (ESAS) offers bespoke training on request. Currently core training facilitated by ESAS includes:

Basic Awareness for Primary and Secondary school staff

- Legislation that informs practice
- The signs and indicators children may display if they are being abused
- Case studies
- The process of referral to Social Care, through investigation to Child Protection Conference and beyond
- What to do in the event of a child making a disclosure

(This is offered as Twilight - 2 hours or Inset Training - 3 hours).

- Female Genital Mutilation
- Child Sexual Exploitation
- Workshop to Raise Awareness of Prevent
- Effective Record Keeping
- Safer Working Practice - training for senior staff to assist them in developing a code of conduct with the staff in their establishment

Training for Designated Safeguarding Lead (DSL)

This is a two day course covering the role and responsibilities of the Designated Safeguarding Lead in schools and is offered at dates throughout the year. This course is essential for those new to the DSL role as it affords those coming into role a local as well as national perspective. All staff acting as DSL whether they are taking the Lead or assuming the role of Deputy/ Additional, should complete this training.

DSL's are expected to follow this up by attending "Working Together" which is a multi-agency training course delivered by the Bucks Safeguarding Children's Board (BSCB) This can be booked via the BSCB website

DSL in Bucks should revisit and update themselves on their unique roles and responsibilities by attending the DSL Refresher training delivered by ESAS as part of their 2 yr update DSL's may wish to update their training by accessing courses run by other agencies/ organisations. This is fine, training should however be for a full day, be child focused on safeguarding/CP issues and be delivered by an accredited source. If you have any queries regarding this please make contact with ESAS to discuss (01296 382732)

Once a DSL has completed Working Together, subsequent training via the BSCB should focus on particular safeguarding issues pertinent for the school, a full list of available courses and application forms can be found on the BSCB website

The pattern of training alternates between single agency DSL training and BSCB multi-agency training. i.e. Years 4 + 5 are then repeated

Governors Training delivered on behalf of Governors Support services

- Initial Child Protection training for governors
- Safeguarding Refresher training
- WRAP Training
- Safeguarding Forums
- Targeted Training – CSE, FGM

Allegations Management and Safer Recruitment Training continues to be booked via Governors services

*Since 1st January 2010 it has been a **statutory requirement** for at least one person on any selection and recruitment panel of a school/ college, to have received Safer Recruitment Training. This training and accreditation is available either face to face from the Buckinghamshire County Council Governor Development Programme, or online from the CWDC (Children's Workforce Development Council). Evidence of training put be retained and evidenced within the record of training held by the school/college*

Safeguarding Toolkit

The ESAS has created a range of guides, PowerPoints, induction tools, and leaflets which schools can use, customize, adopt and adapt to support them in their delivery of safeguarding. This includes Record Keeping Guidance, along with training exercises to assist those in the role of DSL create and develop a culture of safeguarding within their establishments. Resources include audit tools to support schools to gain an overview on how they are delivering on specific issues such as Prevent. The Toolkit can be found in the Safeguarding area of Schools Web

Each school in Bucks has a safeguarding officer from ESAS linked with them;

- Julia Goodes - Wycombe.
- Jonathan Kempster – Aylesbury and Buckingham
- Julia White Chiltern and South Bucks
- Tracey Ireland support Educations participation in the MASH but also assists the counties Special Schools

Link officers will work with DSL's to support the development of effective systems to delivery, monitor and evidence how schools operate to safeguard and promote students welfare

SECTION FOUR

STAFFING ISSUE

CODE OF CONDUCT/ STAFF BEHAVIOURAL POLICY

The new Ofsted Inspection Framework which came into practice in September 2015 gave particular focus to safeguarding within school and specifically staffs understanding of their roles and responsibilities as outlined in Part 1 of KCSiE. Both the new framework and KCSiE place emphasis on there being a “culture” of safeguarding within schools/colleges which is underpinned by clearly understood and effective safeguarding arrangements which staff use to support students. Focus is given to having effective leadership and management within the school and for there to be an agreed staff behaviour policy (or Code of Conduct) to guide and inform safe working practices within schools and colleges. Staff should have a working knowledge of this, which begins from the point of induction and is reflected on regularly to ensure it remains fit for purpose, that changes are communicated to staff and that this is sign up to.

The content of your school’s ‘Code of Conduct’ needs to reflect several key principles. ESAS has provided a “check list “ for schools and colleges. This can be found in the Safeguarding area of Schools web in the Safeguarding Toolkit. ESAS can also send this to you. The checklist has been developed using *Guidance for safer working practice for adults working with children and young people in education settings 2015* www.safeguardingschools.co.uk/Safer2015. Schools/ colleges may wish to refer to this in the creation of their own policy

It is important your Code or Policy is carefully tailored to reflect the needs of your school and the concerns your staff may hold in relation to maintaining safer practices when working with children and young people. In the check list these areas are highlighted in **RED**

There needs to be a common understanding of the principles of this document by all those working and volunteering within schools/ colleges. Additionally staff need to be clear how they would challenge if they believe someone was stepping outside of behaviours agreed. This doc therefore needs to be linked with your Whistleblowing procedures and escalation processes. The DSL should have an auditable system to evidence all staff and volunteers have seen/ received a copy of the Code of Conduct (or similar) and that they agree to comply with expected behaviours detailed in the document

ALLEGATION OF CHILD ABUSE MADE AGAINST A MEMBER OF STAFF

For the purpose of these procedures a ‘staff member’ is a person whose work brings them into contact with children in an education setting. It therefore, applies to all staff, including individuals working in a voluntary capacity on or off school premises.

Full guidance on procedures to manage allegations against members of staff, is available as part of this document (see Appendix 6).

SAFER RECRUITMENT

The principals of Safer Recruitment are an essential foundation to the establishing a safe environment for students, supporting those unsuitable to work with children to be identified and weeded out before they become part of your school community.

KCSiE 2016 makes it a requirement for all education providers to have in place a Code of Conduct which support staff to have an understanding of acceptable boundaries to their behaviours both onsite and in their daily lives generally including their use of technology and social media. This should be informed by the revised

guidance offered by the Safer Recruitment Consortium - Sept 2015 (“Guidance for Safer Working Practice for staff working with children and vulnerable adults”) This should be relevant to both the individual job description and the individual educational setting. The LA has not produced a model Code of Conduct but suggest that the attached guidance (Appendix 7) is used as a starting point for each establishment to develop its own. We would urge all education providers to be specific about the terms of the agreement of what constitutes practices that are “safe” and “unsafe”. A robust well thought out Code of Conduct, that has the buy in of staff, offers better protection for all.

1.1.11.1.1.2 Pre-Employment Checks

Part Three of KCSiE 2016 clearly details the responsibilities held by schools and colleges for ensuring safer recruitment processes are in place and robustly adhered to. KCSiE 2016 is available from the Dept. of Education website.

Buckinghamshire County Council’s Human Resources Dept have developed a Safer Recruitment Toolkit to support Head Teachers through the safeguarding aspects of the recruitment process.

The BCC Toolkit for Safer Recruitment in Schools is available on the BCC website:
Go to schools web select HR Zone and then safer recruitment toolkit

For further information see Safer Employment on Schools web.

https://schoolsweb.bucksc.gov.uk/Schools/my_school/hr/crb.asp

The Single Central Record of a school / college should provide an auditable means to evidence the principals of safer recruitment have been adhered to i.e. evidence of DBS checks carried out, take up of x2 references, photographic ID seen, checks carried out on the Prohibited Orders list, etc.

Safer recruitment processes need to be followed irrespective of who the candidate might be or what you think you might know of the candidate. In the recent serious case review of William Vahey, who was a prolific child abuser, staff did not follow normal safeguarding processes as they felt “awkward” given he was the husband of the school’s principal

When recruiting staff from abroad or who may have worked or qualified overseas, evidence must be retained of the checks carried out to ensure there are no safeguarding concerns which might preclude the staff member from working with children

1.1.11.1.1.3 PHYSICAL CONTACT AND USE OF RESTRAINT

It is unreasonable to suggest that teachers should never touch pupils.

The “Behaviours and Discipline in Schools Guidance for Headteachers and Staff” 2013, makes clear the parameters of what is permissible re physical contact with students, particularly around managing difficult behaviours. The guidance sets out the use of such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c) prejudicing the maintenance of good order or discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Updated guidance from the DfE on the use of Force to Control or restrain pupils was issued in 2013: You can download the booklet online at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Another helpful document is:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf

The Guidance from the D of E provides advice to Headteachers and school staff on developing the school behavior policy and explains the powers members of staff have to discipline pupils. The purpose of the document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behavior in their school.

In addition, guidance on the Use of Physical Interventions for Pupils with Severe Behavioural Difficulties, which provides model policy guidelines for special schools, is now available; this includes advice on risk assessments and gives a suggested risk assessment pro-forma. Ref: LA/0264/2003 and LA 0242/2002.

The LA promotes positive handling strategies and has adopted Team Teach, which is accredited by the British Institute of Learning Disabilities and is affiliated to The General Services Association. It promotes the least intrusive positive handling strategies and continuum of gradual and graded techniques.

There are a number of accredited Team Teach trainers, who can be contacted through the County SEN Consultant (01296-383450).

SECTION FIVE

Staffs within schools and colleges will need support to understand the complexity of safeguarding and child protection

1.1.11.1.1.4 CHILDREN WITH DISABILITIES

1.1.11.1.2

Professionals should be aware that available evidence indicates that children with a disability are at increased risk of abuse and the presence of multiple disabilities appears to increase the risk of both abuse and neglect. Supervision and opportunities to monitor the provision of care and safeguarding arrangements of this vulnerable group of students should be regularly reviewed. To ensure care plans are robust and meet the needs of the individual child. This should involve partnership working with other agencies and involve the student and their family, ensuring a holistic approach is taken

It is often more difficult to identify signs and indicators of abuse in children with disabilities as there may be an alternative, reasonable explanation for injuries and/or behaviours. For this reason, staff will need to be particularly well trained and vigilant. Professional curiosity is needed to support behaviours to be explored and questioned and to enable understanding to be developed. Robust systems for multi-agency working are required to support schools manage the complex needs of children and their families. Children may have inadequate vocabulary/signing to tell what is worrying them. Disabled children with communication and/or learning difficulties will require special attention to ascertain their perceptions, wishes and feelings.

Safeguards for children with disabilities are essentially the same as for non-disabled children. However, there should be particular attention paid to promoting a high level of awareness of the risks and high standards of practice to ensure that children are aware of how to raise concerns if they are worried or angry about something.

Schools offering support to students with additional needs, should have systems in place to evidence how they support students to develop their awareness of their own safeguarding needs, how they support parents and carers and what mechanisms are in place to support staff to develop their understanding and awareness. Evidence of partnership working is crucial

ONLINE SAFETY

Governor and proprietors should ensure appropriate filters and monitoring is in place to safeguard students from access materials which may increase their vulnerability or harm them.

The uk Safer internet Centre has published guidance as to what “appropriate” might look like (UK Safer Internet Centre; appropriate filtering and monitoring)

Schools /colleges must have safeguards in place to support students. These can be summarised under the following headings;

- **CONTENT**- safeguarding students from exposure to illegal, inappropriate or harmful materials
- **CONTACT** – reducing the possibility of interacting on line with those who may pose a risk.
- **CONDUCT** supporting students to develop awareness of their own vulnerabilities, and risks associated with their behaviours online. This should be supported with mediums to support students to develop critical think skills which supports them to question and challenge information available in the digital world

1.1.11.1.2.1 PRIVATE FOSTERING

Private fostering is very different from the care of children provided by Local Authorities through approved foster carers.

Private fostering is defined within the Children Act 1989 as a child under the age of 16 (or under 18 years if disabled) being placed for more than 28 days in the care of someone who is not the child's guardian or close/immediate relative (i.e. grandparent, brother, sister, uncle or aunt) by private arrangement between parent and carer. The 28 days includes 28 consecutive days OR where there is intent for the child to remain in the care of the private foster carer for more than 28 days over a period of time.

A child in this situation would not be deemed to be a child looked after by the Local Authority under the Children Act. The child's birth parents would retain parental responsibility.

It is estimated approx.' 10,000 children in England are privately fostered. They may be children coming from abroad to access the education and health services, children living with a friend's family after separation, divorce or arguments at home, teenagers living with the family of a boyfriend or girlfriend, or people who come to this country to study or work, but antisocial hours make it difficult for them to care for their own children.

Privately fostered children are protected by the Children Act 2004 (section 44) and associated regulations.

It is expected for the birth parent to notify the local council of the intention for their child to be placed in a private foster placement **before** the placement takes place. The private foster carer must also undertake this task if not already done. It is a legal requirement to notify the council but many parents/carers do not (or do not know that they have to). This means Social Care departments are unable to check whether a child is being properly cared for and safeguard the welfare of potentially vulnerable children.

All professionals working within education need to be aware of private fostering and be proactive in identifying and notifying local councils of private fostering arrangements. You can play an important role in identifying these arrangements and in getting key messages across to carers and parents who may be unaware of their responsibilities.

If you become aware of a child who is privately fostered and you think that the local council is unaware, you must either notify The First Response Team by completing a MARF, clearly marking it Private Fostering on the front page, or encourage the parent/carers (if child is already in their care) to do this themselves. If the parent or carer is not able to do this or refuses to do so, it is your duty to notify The First Response Team. You will not be breaching confidentiality and may help secure the welfare of the child(ren) concerned.

If the First Response Team becomes aware of a child through notification by parents or carer, the school the child attends will be sent a letter confirming that they have a child on roll who is privately fostered. Once the child has been allocated a Social Worker, that worker will make direct links with the appropriate person within school regarding the child's education.

SEXUAL EXPLOITATION OF CHILDREN

Section 15 of the Sexual Offences Act makes it an offence for a person aged 18 or over to meet a child following sexual grooming, including via the phone or internet if they intend to commit a relevant offence against the child. .

Child sexual exploitation is complex; victims do not always identify themselves as such and those around them may struggle to make sense of the changes they are seeing in the young person. Any child experiencing a “wobble” e.g. has fallen out with their friends, has moved to a new school, is experiencing difficulties at home, is potentially vulnerable. Boys are just as likely to be victims as girls and regrettably younger and younger children are being affected. The needs of victims will require careful assessment as this problem is often hidden from view and victims may not see themselves as such or recognize their own vulnerability. In Bucks we have commissioned a Barnardos organization: RU Safe? To support us identify and support victims as well as raise awareness with young people of the dangers.

Following a recent high profile case in Bucks, a new multi-agency unit has been formed to support a coordinated approach to CSE locally. The team is based in the Swan Unit at Aylesbury Police station and can be contacted via the FRT. The Swan Unit which is a specialist resource is staffed by social workers, the police and representatives from health, education and Barnardos. The objectives of the unit are to facilitate information sharing to enable those vulnerable to CSE or who may be being actively exploited, to receive the help and support needed. ESAS represents education within the unit. School may receive requests for information as part of strategy meetings taking place to explore a child’s vulnerability. Additionally the ESAS worker may contact a school to gather a pen picture of the child in advance of M – SERAC which meets monthly to look at those children who may have gone missing on more than x3 occasions within a 90 day time period. This is likely to include children vulnerable and /or those being actively exploited

The BSCB website has a range of information to support schools including an Aide Memoire to help identify behaviors which might indicate a child is at risk or victim of CSE. The Safeguarding Toolkit on schools web also contains teaching aides and other resources to support staff, students and parents/carers develop their awareness of this issue and how/where to gain support

Further guidance and training is also available through the BSCB website, ESAS also offers training to whole staff groups

Any concerns regarding young people who may be victims of sexual exploitation should be referred to The First Response Team (FRT) tel 0845 4600001

HONOR BASED VIOLENCE As our awareness and understanding of cultural diversity grows so too does our awareness of so called “honor based” violence. This includes acts which a family may apportion to protecting or defending the honor of the family or wider community. Buckinghamshire is culturally diverse, families across the County have their own cultural practices and beliefs which have generated a sense of community and belonging. Whilst some beliefs are shared and celebrated others may place children at risk of significant harm

- **FEMALE GENITAL MUTILATION**

Female Genital Mutilation (FGM) is one such belief/practice. The FRT in Bucks has managed a number of cases over the last 18 months where action has been required to prevent a child from undergoing FGM.

Staffs in schools and colleges need to be aware of this practice and to connect with the idea that this could happen to a child in their school. Staff need to know the demographics of the community the school/college serves, what risks might they need to be aware and vigilant to. They will need to have an understanding of things which might suggest a child is likely to undergo the procedure and the signs and indicators present if this has happened to a child(the impact of FGM is lifelong)

Staff need to be aware FGM is illegal in the UK, it is also illegal to take the child out of the UK to have it performed or to act to commission someone to perform the procedure. Section 5B of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover FGM has been carried out on a girl under 18 yrs. Failure to do so is a disciplinary

matter. This does not apply to at risk of or suspected cases in this respect schools should follow their usual safeguarding procedures and refer to FRT.

- FORCED MARRIAGE

Staff needs to be aware of the difference between an arranged and a forced marriage. A forced marriage is one which is entered into without the full and free consent of one or both parties and where violence, threat or any form of coercion is used to secure agreement. Staff working in Special schools will need to consider whether a young person has capacity to give an informed consent if marriage is plan. The Forced Marriage Unit (FMU) offers advice to schools and colleges 0207 008 0151/ fmu@fco.gov.uk . There is also guidance on the BSCB website.

The youngest child the FMU has worked with is 2 and the oldest 72; males and females are equally vulnerable. Staff needs to be mindful of triggers which may prompt a family to act, this may include “challenging” behaviours which are outside of those felt to be culturally acceptable, disclosures of sexual orientation, parental ill health etc.

PREVENT

Protecting students from the risk of radicalisation should be seen as part of school/college’s wider safeguarding duties. From 1st July education providers were given a duty under Sec 26 of the Counter Terrorism and Securities Act 2015 to engage with the Prevent Agenda. Paragraphs 57-76 of the [Revised Prevent duty guidance; for England and Wales](#) identifies 4 general themes for schools/colleges

1. To assess risk – staff should therefore be able to demonstrate their understanding of how to identify students who may be vulnerable to radicalisation and know what to do if they have concerns. The Prevent Duty should be threaded throughout school/colleges policies and procedures
2. To work in partnership – policies should reflect those of the BSCB. Effective engagement with parents is needed to support their understanding and capacity to spot signs of radicalisation.
3. To have an informed staff group- Staff should receive the required training to enable them to recognise and know what to do if they are concerned a student is at risk of or has been, radicalised. Staff should be aware all referrals including those to Channel are made via FRT. As a minimum the DSL **must** have attended Prevent awareness training (WRAP) and be able to advice and support staff to protect students from the risk of radicalisation. “Educate against hate” provides information ,tools and resources to support staff, parents and student
4. To provide a safe environment – both in the real world and on line. Having policies and applying scrutiny to the recruitment of staff, visitors, guest speakers and lettings. Having filters in place to prevent students accessing information which may be harmful and establishing mechanisms for monitoring what students are accessing

1.1.12 BULLYING

1.1.13 All educational establishments should have an anti-bullying policy, which clearly states what action they will take to prevent bullying from occurring. Serious and persistent bullying may place the safety and welfare of a pupil or pupils at risk. Attention of parents and children should be drawn to this policy, and they should be encouraged to raise any concerns with staff at an early stage. (See Anti-Bullying Practice Guidance) the policy should include a section covering cyber bullying.

1.1.13.1.1 CHILD EMPLOYMENT AND PERFORMANCE/CHAPERONES

Any young person aged 13 or over working part time must hold a work permit. Details of permitted working hours, types of work that can be undertaken and applications forms are available.
Any child licensed to perform must be accompanied by a chaperone, who is acting in loco parentis and should exercise the care which a good parent might be reasonably expected to give that child.
All chaperones licensed by Bucks County Council are required to undergo enhanced CRB checks and to undertake basic Child Protection Awareness training.

Any enquires regarding the above please access the Child employment web site:
<http://www.bucksgov.uk/education/children-in-employment-and-entertainment/children-in-employment>

PRIVATE TUITION

Private tuition is not regulated and there is **no** requirement on private tutors to be; registered, qualified teachers or to be checked by the Disclosure and barring service. It would therefore, be inadvisable for any Bucks staff to recommend privately employed tutors. A leaflet with advice for parents considering employing a private tutor is available from the Education Safeguarding Advisory Service.01296 382912

VISITORS TO SCHOOL SITE

From the point at which visitors come onto your site visitors should be clearly identifiable, be aware of what behaviours are expected of them and know what to do in an emergency or they have safeguarding concerns All establishments should have a written security policy, which considers the safety of staff, children and visitors. The policy should be agreed by the Governors and displayed in a prominent position (often the main reception area) for all to see.

ESAS has developed a leaflet for visitors which schools can adopt and adapt to support visitors to be clear on what to do. This includes visitors use of mobile devices whilst on site

Individual establishments will have particular security and safety arrangements depending on the nature of their site and their client group. However, there are some general points that everyone should consider:

- Door entry systems to ensure against unauthorised entry
- Visitors should be booked in/out and issued with a pass/sticker. Any passes should be numbered and collected in at the end of the visit
- Visitors should be escorted where necessary and always when there may be children present (NB this must include contractors). Staff should feel confident to approach visitors and accompany if unescorted. Similarly students should be advised to inform a member of staff if unaccompanied visitors /strangers are seen on site
- Procedures must be in place to enable staff to safely challenge apparent strangers on the site

Further information is available in the Bucks Health and Safety Guidance or from the County Health and Safety Advisers.

1.1.13.1.1.2 HOME TO SCHOOL TRANSPORT

All drivers and passenger assistants contracted by Bucks County Council have been subject to DBS checks. They should all carry ID cards which must be produced on request. Any concerns regarding individual drivers and passenger assistants should be referred to the Amey Client Transport or Special Needs Team for special needs pupils. Schools/colleges may wish to discuss concerns with the LADO if it is believed a child's safety may have been compromised

Bucks Safeguarding Children Board has an agreed protocol, for dealing with allegations against drivers and escorts. (See Appendix 4)

Appendix 4: Female Genital Mutilation (FGM)

Rationale:

At The PACE Centre we have robust and rigorous safeguarding procedures in place and takes our responsibilities of child protection seriously, this guidance should be read in conjunction with this overarching Child Protection Policy

In line with Buckinghamshire Safeguarding Children Board (BSCB) FGM Guidance, we recognise that whilst there is not necessarily an intent to harm a girl / young woman through FGM, the practice has serious short and long term medical and psychological implications and as a school we need to work with partner agencies to promote understanding and safeguard students who may be at risk of this practice. We also recognise the practice of FGM in the UK is a criminal offence and that since October 2015 it has been a mandatory requirement for all school staff to report disclosures or evidence of FGM, to the Police

Female Genital Mutilation is a form of child abuse and as such is dealt with under the schools Child Protection/Safeguarding Policy. The aim of this appendix is to give depth to our understanding of the issues and our duty of care if we believe a child is at risk of or has had, any form of FGM performed on them. We have elected to include this appendix based on the demographics of community our school services and the vulnerability of females within this cohort

We aim to work sensitively with community groups where this maybe a cultural belief and practice to educate and inform however we believe the welfare of the child is paramount and will act to safeguard and promote our students welfare, acting in the interest of the rights of the girl / young woman, as stated in the UN Convention on the Rights of the Child (1989)

Definition of FGM:

At The PACE Centre we use the World Health Organisation definition as written below.

'FGM comprises all procedures (not operations) that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons'. (WHO – 2008)

Reference documents:

At The PACE Centre, we have taken information from a number of documents to write this appendix. These include, BSCB Guidance, the Government Home Office guidelines and the *Ofsted* guidelines for "Inspecting Safeguarding".

The UK Government has written advice and guidance on FGM that states;

"FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child's right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child."

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans., an estimated 29 counties in Africa practice FGM. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women."

It should be noted that women who have undergone FGM may not readily identify with this term, some will refer to "cutting" "pricking", of being "closed" or Sunna etc. Do to the isolation of many communities many do not understand that it is:

- Illegal to perform FGM in the UK
- Assist the carrying out of FGM in the UK

- Assist a girl to carryout FGM on herself in the UK
- Assist from the UK a non-UK person to carryout FGM outside of the UK on a UK national or permanent UK resident

Schools must report to the police, if they believe a child has been subject to FGM

Ofsted have included FGM in their “Inspecting Safeguarding” briefing for Inspectors.

They will explore;

How alert are staff to the possible signs that a child has been subject to female genital mutilation or is at risk of being abused through it; what sort of training have they had.

They will examine this through training records, talking to staff and examining any records school may have on file where FGM is a concern or advice, support or guidance has been sought in relation to a child at the school. There should be a culture of vigilance amongst staff rather than an assumption that the child is not at risk due to ethnicity or age.

Staff are reminded of their duty in part one of Keeping Children Safe in Education 2016, to report to the police if it is discovered either through disclosure or visual evidence that a young person under the age of 18 yrs , has undergone FGM (Section 74 of the Serious Crime Act 2015). This is a mandatory requirement.