



Child Protection Policy

2018 – 2019

This policy was adopted on: 1st October 2018

The policy is to be reviewed by: Claire Smart (Headteacher, DSL)

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: Monday 1st October 2018.

It is due for review on: 1st October 2019.

Signature Date..... Headteacher

Signature Date Chair of Trustees

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1 Contacts

1.1 School contacts

Designated Safeguarding Lead (DSL):

Claire Smart

Head Teacher
01296 392739/614287
07848 023979

Deputy Designated Safeguarding Lead(s):

Polly Kempson

Joint Head of School
01296 392739/614287

Shleena Lee

Joint Head of School
01296 392739/614287

Nominated Governor (Trustee): Clive John

01494 433757

Chair of Trustees (Trustee) : Julian Lovelock

01280 816190

1.2 Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- First Response Team (including Early Help, Channel) 01296 383962
- Local Authority Designated Officer (LADO): 01296 382070
- RU Safe? (Barnardos - Child Sexual Exploitation Service) 01494 461112
- Children's Services, Out of Hours: 0800 999 7677
- Equalities Manager/Management of Bullying/Prevent Lead for schools
01296382461
- Thames Valley Police 101(999 in case of emergency)
- [Buckinghamshire Safeguarding Children Board](#)
for procedures, policies and practice guidelines
- [Bucks Family Information Service](#) 0845 688 4944
- [Schools Web](#)
School bulletin, Safeguarding links, A-Z guide to information and services

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation 0800 0283550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- [CEOP](#) (Child Exploitation and Online Protection)
- Foreign and Commonwealth Office 0207 008 0151
(Forced Marriages Section)
- 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 Pace 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 Pace 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 Pace 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 any 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 Cohesion 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:

- ‘Working Together to Safeguard Children 2018’
- ‘Keeping Children Safe in Education’- statutory guidance for schools and further education colleges. Sept 2018
- Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.(Currently under review July 2018)
- Children Missing Education; Statutory Guidance for Local Authorities Sept 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Sexual Violence and Sexual Harassment between Children – May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)

2.2 We believe clear governance and leadership is central to imbedding a safeguarding culture. The Governing Body (Trustees) take 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 work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to Part 1, Part 5 and Annex A of Keeping Children Safe in Education Sept 2018 and have an auditable system in place to evidence this.

In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them as well as having an understanding of the Behavioural Policy for children and our Attendance Policy

2.3 We recognise all staff² and Governors have a full and active part to play in protecting our pupils from harm and actively promoting their welfare and that the child’s welfare is our paramount concern.

2.4 All staff believe our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ Safeguarding (as defined in the Joint Inspectors’ 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.

2.5 School recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children staff will remain vigilant and alert to these potential risks.

The aims of this policy are:

- 2.5.1 To support students' development in ways that will foster security, confidence and resilience, free from discrimination.
- 2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected and feel confident that they know how to approach adults if they are in difficulties.
- 2.5.3 To ensure all teaching and non-teaching staff, are aware of the need to safeguard and promote the well-being of children. Identifying the need for support early to promote well-being and promptly reporting cases of actual or suspected abuse.
- 2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, the school, contribute to assessments of need and support plans for those children.
- 2.5.5 To acknowledge the need for effective and appropriate communication ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
- 2.5.6 To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
- 2.5.7 To underpin a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse.
- 2.5.8 To ensure the school has robust systems in place which accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
- 2.5.9 To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.
- 2.5.10 To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.
- 2.5.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development.

3 Responsibilities

- 3.1 All staff understand safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to the DSL (see contacts sheet, Section 1) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand if there is an immediate risk of harm then they call the police or First Response directly and update the DSL at the earliest opportunity.

- Staff will ensure the child is in a safe place and in receipt of support should this be needed
- Staff will initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern arising
- Staff will then follow this up, making a written report using the school record keeping process
- All concern forms will be passed to the DSL or additional DSL for follow up. Once processed, these will be filed within the child's safeguarding file and kept securely within the safeguarding locked filing cabinet within the Headteacher's office.
- Staff will ensure the **time and date** of the incident is recorded
- A factual account of the incident including **who** was involved, **what** was said/seen/heard, **where** the incident took place, any preceding information which may have prompted the event
- Staff will sign and date the report giving details of their role within school
- The DSL will record when the report was passed to them and what action was taken alongside any outcomes. Further detail of our processes are covered in Section 7 which deals with Confidentiality

3.2 The Governing Body (Board of Trustees) understands and fulfils its safeguarding responsibilities. It will:

3.2.1 Ensure the school Child Protection Policy reflects the unique features of the community it serves and the needs of the students attending its provision. This will be reviewed at least annually.

3.2.2 Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.

3.2.3 Appoint a Designated Safeguarding Lead (DSL) and deputy who are senior members of staff within the leadership team with the required level of authority. The roles and responsibilities of the DSL and deputy DSL are made explicit in those post-holders' job descriptions.

3.2.4 Recognise the importance of the role of the DSL, ensuring s/he has sufficient time, training skills and resources, as necessary to be effective.

3.2.5 Ensure measures are in place to have oversight of how schools delivery on its responsibilities is exercised and evidenced, following up with the Head Teacher any identified gaps in practice or where procedures may not have been followed.

3.2.6 Recognise the contribution the school can make to helping children and young people keep safe through incorporation of safeguarding within the curriculum.

3.2.7 Ensure safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (KCSiE) (Sept 2018)* and legislation referred to therein.

3.2.8 Ensure the needs of pupils for early intervention and Child Protection are fully understood and resources allocated to meet identified needs.

3.2.9 Support the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children, ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.

3.3 It will be the duty of the Chair of Governors (Trustees), Julian Lovelock, to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff /student/parents should escalate concerns directly to the Local Authority Designated Officer (LADO tel; 01296382070).

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

3.5 The Nominated Governor will:

- Work with the DSL to produce the Child Protection Policy.
- Undertake the training available for Nominated Governors.
- Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet regularly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities.

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

3.6.1 Creating a culture of safeguarding where children are protected from harm. Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support or protection (see Appendix one for definitions of the categories of abuse).

3.6.2 Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact.

3.6.3 Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCB website.

3.6.4 Ensuring records are up to date and staff are supported to differentiate between fact/ opinion/ hearsay and are maintained in accordance with data protection.

3.6.5 Ensuring records are stored safely and securely and remain confidential. The DSL will share information on a 'need to know' basis only and in accordance with the confidentiality policy. All child protection files are held separately from pupil records, with a front sheet and a chronology.

3.6.6 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious, to question behaviours and to "think the unthinkable" if they have concerns for a student

3.6.7 Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.

3.6.8 Being available to staff during school hours and term time for consultation and advice on safeguarding concerns raised. In their absence the DSL will ensure the deputy is available (The DSL and the additional DSLs are all trained to the same level within our school).

3.6.9 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.

3.6.10 Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students, participating in Strategy discussions and attending Child Protection Case

Conferences, submitting reports to the conference, which will be shared in advance with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings, and contributing to the Framework for Assessments process.

- 3.6.11 Providing an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- 3.6.12 Meeting regularly (suggest minimum of once a term) with the Nominated Governor to share oversight of safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in delivery noted.
- 3.6.13 Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training.
- 3.6.14 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.6.15 Retaining overall responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4 Procedures

Our school procedures for safeguarding and protecting children from harm are in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, “Working Together to Safeguard Children 2018” and “Keeping Children Safe in Education” 2016, and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

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 be required to update their training in accordance with the Learning Pathway agreed by the LSCB.
- 4.1.2. We have at least one member of staff (*Additional/Deputy Safeguarding Lead*) who will act in the DSL’s absence who has also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the Headteacher will assume this role.
- 4.1.3. All adults (including supply teachers and volunteers) new to our school are 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 2018 and the booklet “What to do if You’re Worried a Child is Being Abused”. They will have these explained, as part of their induction into the school.
- 4.1.4. All members of staff are required to attend annual training opportunities arranged or delivered by the DSL, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child’s welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and e mail updates.

- 4.1.5. All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website. Hard copies are also available from the school office. Further reference is made to this in our prospectus/brochure and in our home school agreement
- 4.1.6. Through our Attendance Policy, we have in place a robust system for monitoring attendance and will act to address absenteeism with parents and pupils promptly to effect change and identify any safeguarding issues arising.
- 4.1.7. All children attending our school are required to have a minimum of two identified emergency contacts. This is to support prompt communication in the event of a serious incident or a child missing from school
- 4.1.8. If a child does not arrive to school and no explanation has been offered for their absence as per the absence reporting procedures, a member of staff will make contact with the family to find out more. In the event that there is a concern about the child, this will be reported to the DSL or additional DSL immediately.
- 4.1.9. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carers, will be reported as a Child Missing in Education using the CME Protocol.
- 4.1.10. 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.
- 4.1.11. Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the local authority Via the First Response Team if a child under the age of 16 years, lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.1.12. All staff, parents/carers and children are made aware of the school's escalation process via the school website, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.1.13. Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons.
- 4.1.14. Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- 4.1.15. The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.16. We apply the same level of scrutiny to staff employed via an agency, ensuring their identities, qualification and suitability to work safely with children.
- 4.1.17. 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.

- 4.1.18. 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 years. Staff must inform the Head Teacher if events arise which may impact on their capacity to give this undertaking.
- 4.1.19. Our procedures are reviewed and updated annually as a minimum.
- 4.1.20. The name of the DSL is clearly displayed around the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. The DSL will be available during school hours and term time to support safeguarding within our school.

5 Prevention

- 5.1.1 We recognise school plays a significant part in the prevention of harm to our student by providing effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in identifying vulnerability and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.
- 5.1.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified. Invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- 5.1.3 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them the Channel coordinator.
- 5.1.4 All school staff are required to attend training to support them to identify a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.
- 5.1.5 Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- 5.1.6 We recognise some students because of their life experiences or additional needs including SEN, may be disproportionately affected by the behaviours of their peers or vulnerable to the influence of others. We will work in partnership with colleagues in other agencies to promote the wellbeing of these students.

5.2 The school community will therefore:

- 5.2.1. Establish and maintain a safeguarding ethos, which is understood by all staff, enabling students to feel secure. We will ensure all students know there are staff in the school whom they can approach if they are worried or in difficulty. We will encourage students to share their worries, knowing that they will be listened to.

- 5.2.2. Receive focused annual training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, themes of exploitation and management of sexual violence and sexual harassment.
- 5.2.3. Understand safeguarding and protection of students has to be viewed within the context of each student's lived experience and the factors around him/her which may impact on this; friends, family school and their community
- 5.2.4. 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 for help.
- 5.2.5. Ensure 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.
- 5.2.6. Be sensitive and alert to the possibility of the risk some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6 Supporting Children

- 6.1 We recognise the young minds of our students can be vulnerable and may be exploited by others. Therefore staff will be alert to the signs of vulnerability and/or susceptibilities to violent extremism, grooming or indoctrination and report concerns via our child protection procedures.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm; we therefore take our responsibilities seriously.
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff are therefore trained to **question behaviours** and be **professionally curious** about changes noted. All staff are required to be prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. We recognise children with communication difficulties may be especially vulnerable and for this reason we link behaviour with safeguarding "listening to behaviours", acknowledging not all children will be able to verbalise what may be troubling them.
- 6.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.
- 6.5 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual. Our admissions process will therefore ask for proof of identification and who has parental responsibility for a student. We will ask parents/carers to update contact details and alert us to changes of address or care arrangements within 48 hours.

6.6 Peer on Peer Abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

- 6.6.1 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.
- 6.6.2 At Pace, the child:staff ratio is high, and children are rarely or never left unaccompanied by a member of staff, therefore the likelihood of an instance of peer on peer abuse taking place or not being witnessed is extremely unlikely. In the event that such an incident was to occur, Pace staff are trained to take steps to safeguard the child in question and to follow school reporting procedures to ensure the incident is reported, investigated and resolved efficiently and with the best interests of the child at the centre of this process.
- 6.6.3 Children's online access is closely monitored by staff (see 'Anti bullying Policy' and 'E-Safety Policy'). Parents are made aware of online risks and the importance of monitoring online activity in relation to cyber bullying.
- 6.6.4 Pace is a 'total communication environment', where every child has a voice and is able to communicate their needs via a means suited to their needs and abilities. All Pace children, verbal or non-verbal, should be able to communicate meaningfully at any given moment with a member of staff, therefore this should not pose a barrier in a child's ability to report any concern or worry they may have.
- 6.6.5 Staff and Parents are aware of signs and symptoms to look out for in children in the event that they are experiencing bullying or any form of peer on peer abuse. (See anti bullying policy.)

6.7 Our school will support all pupils by:

- 6.7.1. Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
- 6.7.2. Promoting a caring, safe and positive environment within the school.
- 6.7.3. Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer.
- 6.7.4. Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 6.7.5. Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.

- 6.7.6. Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.
- 6.7.7. 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.
- 6.7.8. Ensuring that a named teacher is designated for Children Looked After and that an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. We will work with the Virtual Schools Team to support the educational attainment for children looked after at our school.
- 6.7.9. Staff are sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying or when negotiating relationships.
- 6.7.10. Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.7.11. Providing continuing support to a pupil (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term.
- 6.8 Our school has a Work Experience Policy Our procedures comply with national and local guidance and are regularly reviewed and updated.
- 6.9 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- 6.10 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.
- 6.11 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise, ensuring signs and indicators are progressed to inform plans of support.
- 6.11.2 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home or elsewhere.
- 6.11.3 Whilst we strive to work together with families, staff understand that sharing information with parents may not always be appropriate and ensure that decisions of this nature are made in partnership with Children’s Social Care or the police.

7 Confidentiality

- 7.1 We recognise that 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 All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.
- 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 are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers, unless:

- there is any chance that

Or

- it is unclear whether...

...to do so could put the child at greater risk of harm or impede a criminal investigation.

If in **any** doubt, we will consult with the ESAS or Social Care on this point. As a family centred organisation, the decision not to inform Parents of a referral to social care is a difficult one and is not undertaken lightly.

- 7.8 In the event of a child disclosing abuse staff will;
- Listen to the child. Allowing the child to tell what has happen in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
 - Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
 - Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
 - Make an accurate record of what they have seen/heard using the schools record keeping processes, recording times, dates or locations mentioned, using as many words and expressions used by the child as possible. Staff will not substitute anatomically correct names for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically.
 - Reassure the child that they did the right thing in telling someone; they will reassure the child that they have not done anything wrong.
 - Staff will explain to the child what will happen next and the need for the information to be shared with the DSL.
 - In the unlikely event of the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice. **If there is immediate risk of harm to a child, staff will NOT DELAY, and will ring 999.**

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

8 Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the 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 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.
- 8.5 We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council.

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) There should be no 1:1 contact between staff and students which is not “open to the casual observer”.
- 9.2 Staff should be aware of the school’s behaviour/discipline policy/Code of Conduct. This can be found within the policies site on sharepoint.
- 9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff notified of 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 The Head Teacher/ Senior Teacher will:
- 9.5.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
- 9.5.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation.

- 9.5.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations within your agency.
- 9.6 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.
- 9.7 The school will follow the County Council's procedures for managing allegations against staff, a copy of which can be found on sharepoint within 'Policies' site – 'childcare policies and procedures.'
- 9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO (as in 9.4 above) in making this decision, as well as being guided by HR.
- 9.9 If a suspension is made (as in 9.6 above), restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 9.10 Our lettings agreement for other users requires that the organiser will follow the County Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10 Transfer of Risk

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

11 Whistleblowing

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason we have a separate Whistleblowing Policy which can be found on sharepoint within 'policies' site. Staff are required to familiarise themselves with this document during their induction period.
- 11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the designated 'Whistleblowing' Governor or the Local Authority Designated Officer (LADO).

12 Physical intervention/Positive handling

- 12.1 Our policy on physical intervention/positive handling by staff is set out separately and can be found within the policies site on sharepoint. 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 that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 12.4 Any use of force or restraint will be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13 Anti-Bullying

Due to the age and specific needs of the children at PACE, occurrences of genuine bullying are extremely unlikely. However, there are methods, which can be adapted according to the age and ability of children, which can be used to prevent and/or deal with bullying type behaviour. These include:

- Having discussions, reading stories and drawing pictures about bullying and its effects.
- Writing a set of class "rules".
- Asking children who may have upset others why they did so and to make a sincere apology.
- Carefully monitoring any differences between children within group and taking positive measures to ensure mutual respect and courtesy.
- Having discussions with parents to help change attitude and behaviour of the child involved.

- 13.1 At our school, we have an agreed definition of bullying which is "*Bully n. a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable*". Students, staff, parents and carers are supported to understand this definition.
- 13.2 We have an Anti-Bullying Policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 13.3 This policy is available to all staff, parents and carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils.
- 13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our Anti-Bullying Policy.

14 Racist Incidents

- 14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved including those who may witness the incident. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15 Health and Safety

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy, reflects the consideration we give to the protection of our children both physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.

- 15.2 Part of the safeguarding measures we have in place includes the safe dropping off and collection of pupils at the start and end of the school day. Many of our children come to school by taxi, others are dropped off by their parents. The Facilities Manager is directly involved in ensuring that the flow of traffic at both sites is safe and effective to ensure smooth drop off and collection of children. Parents are taxi drivers are made aware of safe practice and are required to sign to say that they have dropped off or collected the child in question. Parents are expected to inform us via the main school telephone number (01296 392739) if there is to be a change in the arrangement of collection for their children. Taxi drivers are expected to show identification. (See 'Transport of Children Policy' within Policies folder on sharepoint for more details.)
- 15.3 Pupils who leave the site during the school day do so only with the written permission of a parent /and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.
- 15.4 Staff who support children during unstructured time such as break and over the lunch period have received training to remain alert to signs of concern or vulnerability, ensuring pupils feel safe. This includes lunch time staff who follow the schools reporting process to alert the DSL of concerns.
- 15.6 In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, staff will then make contact with the student's parents and inform the police.

16 E-Safety

- 16.1 All staff are aware of the school policy on E-Safety which sets out our expectations relating to:
- Creating a safer online learning environment
 - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking
 - Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which may make students vulnerable including sexting
 - Use of mobile technology both within school and on school trips/ outings
 - Use of camera equipment, including camera phones
 - What steps to take if there are concerns and where to go for help
 - Staff use of social media as set out in the Staff Code of Conduct.
- 16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or use of coercion
- 16.3 Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** on line– and who they have **CONTACT** with in the digital world.
- 16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- 16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.
- 16.6 Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

17 Sexting

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

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

18 Cultural Issues

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

- 18.1 As a staff team we are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.
- 18.2 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.
- 18.3 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.
- 18.4 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.
- 18.5 At our school we are aware of a range of practices and beliefs which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our child protection processes to safeguard the pupil concerned.
- 18.6 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.
[Mandatory reporting of female genital mutilation: procedural information Department for Education and Home Office](#)
- 18.7 School are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some students due to capacity or additional learning needs may not be able to give an informed consent and this will be dealt with under our child protection processes.

- 18.8 We recognise both male and female pupils may be subject to honour-based abuse, e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- 18.9 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Bureau as well as First Response.
- 18.10 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

19 Retention of Records

- 19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy and Data Protection Legislation.
- 19.2 There is a statutory requirement for our school to pass any child protection records to the student's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out within the bounds of confidentiality. We are also required to retain a copy of any child protection records we generate until the student reaches the age of 25 years. These records will be stored securely.
- 19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age of the staff member involved, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.
- 19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.
- 19.5 In the instance or repeated allegations, however, our school retains the right in the interest of safeguarding students to retain a record of concern³
- 19.6 We have a system for reviewing our archiving of information held and will only retain information for the agreed time span. All information will thereafter be disposed of via confidential waste management

20 Use of Photography

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students

³ Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017

- 20.1 Our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*) and how widely (*as part of a schools bulletin for all parents, on the child's individual development record etc.*) Our agreement with parents and students includes how images will be stored, how long they will be stored for and how they will be disposed of.
- 20.2 Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*), in particular when additional identifiers (i.e. a school or uniform logo) are being shared.
- 20.3 We acknowledge the right of parents and students to withhold or withdraw consent at any point while the student is at the school.

21 Policy Review

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

Appendix One – Definitions and Categories of Abuse

Appendix One – Definitions and Categories of Abuse

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

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

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

Categories of Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

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

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

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

Exploitation

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

Child Sexual Exploitation

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

The definition of child sexual exploitation is as follows:

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Extremism

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

County Lines

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

Child Criminal Exploitation

As set out in the Serious Violence Strategy

(<https://data15.users.tmc.alorun.esaswww.gov.uk/government/publications/serious-violence-strategy>), published by the Home Office, where an individual or group takes advantage of an imbalance

of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Taken from "Working Together" 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

Appendix 2 – School Procedures and Processes

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 (DSL).

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.

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.
- Only ask questions to seek clarity if required. **TED is a useful tool to use to ensure questions remain open:**

T- tell me..., E – Explain...Describe... It is not the role of staff 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 and 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.

iv) Record

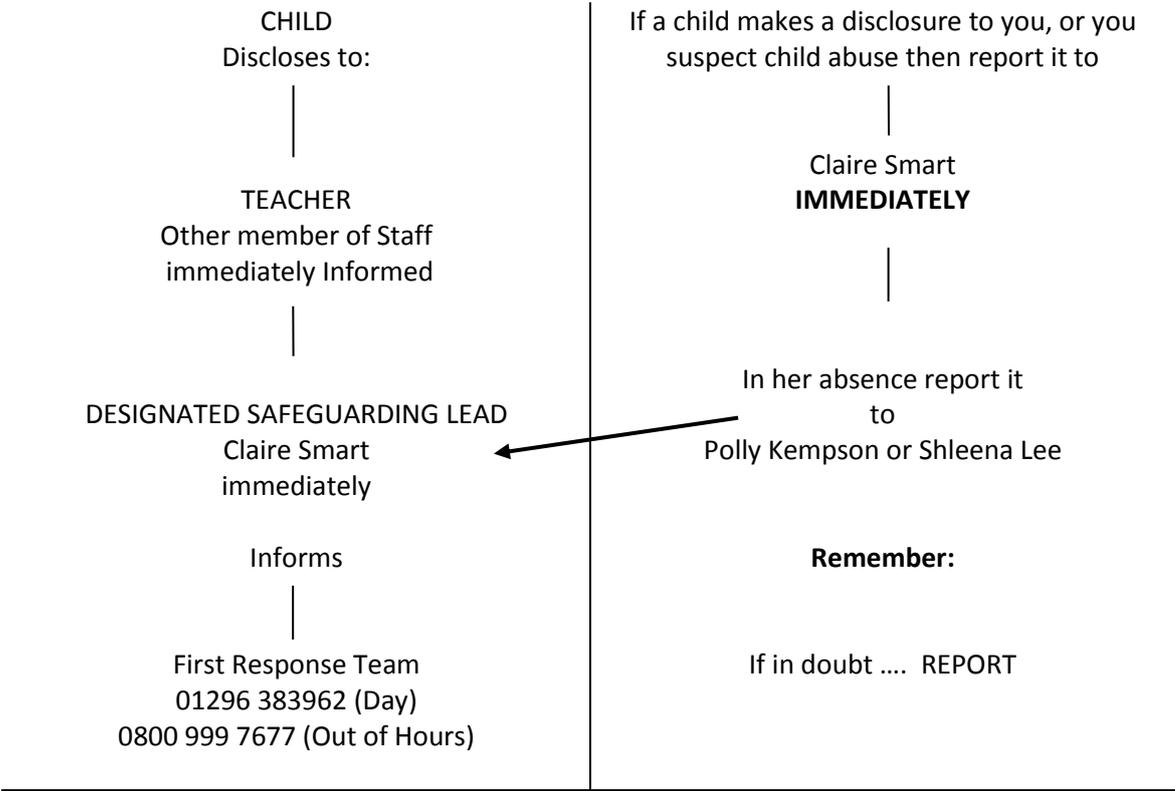
It is essential that any concerns regarding matters of child protection are recorded carefully and passed to the DSL. Under certain circumstances, where a criminal offence may have taken place, records could be used as evidence in a court, therefore the following guidelines should always be followed:

1. In the event of a disclosure, make a report of anything said at the time. Make a written record of 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 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

- | | |
|---|---------------------------|
| 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.

Appendix 3: Female Genital Mutilation (FGM)

Appendix 3: Female Genital Mutilation (FGM)

Rationale:

At Pace 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 school's 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 Pace 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 Pace, 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 years, has undergone FGM (Section 74 of the Serious Crime Act 2015). This is a mandatory requirement.

At Pace, the Headteacher and Trustees 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.

At Pace we have a robust attendance policy that gives very careful consideration to holiday requests made by families.

FGM training has been undertaken by the designated safeguarding lead and training disseminated to all staff at the front line dealing with the children.

There is a clear expectation for staff at Pace 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.

Staff are aware of the need to take timely and appropriate action in respect of concerns

Staff at Pace 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 vigilant to indicators of risk.

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.

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.

We have a comprehensive PSHE and Relationship and Sex Education delivered to KS2 – KS4 children with a discussion about FGM with Year 6 girls, where it is deemed appropriate to their level of understanding.

All staff at Pace 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.

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.

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). Staff are aware of the need to be vigilant and professionally curious.

Staff are required to make an accurate record of concerns, observation or comment in line with the school's record keeping policy.

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 believed there is a flight risk or a criminal offence has taken place the DSL will refer immediately and directly to the Police.

Referral to the First Response Team can be made verbally in the first instance but needs to be followed up within 24 hours with a written account using the Multi Agency Referral Form following the usual CP procedures contained within the main body of our CP Policy.

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.

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>

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

As an independent school situated within Buckinghamshire LEA, Pace adheres to the Buckinghamshire Safeguarding Children's Board guidance and procedures which can be found within the Childcare policies and Procedures folder within 'Policies' on Sharepoint for reference.

<https://thepacecentre.sharepoint.com/:b:/g/policies/Ee3zcayzsSRPjd79ykHUP58BVNDPNZ3h9aCeIK7q4FLX6A>