

# **Child Protection Framework Policy for Schools**

Revised September 2020

**Winslow Church of England School**



Approved by Governors: September 2020

To be reviewed: September 2021

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## 1. Contacts

### School contacts

<b>Headteacher</b>	<b>Cazz Colmer 01296 712296</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Cazz Colmer 07546 314140</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Tracy Thomas (AHT) 07931 656677</b>
<b>Nominated Safeguarding Governor</b>	<b>Mr Terry Capstick</b>
<b>Chair of Governors</b>	<b>Mr David Shaw office@winslow.bucks.sch.uk</b>

### Contacts in County

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

## **National support**

### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### **Support for Pupils**

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### **Domestic Abuse**

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)

### **Honour based Violence**

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### **Sexual Abuse and CSE**

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)

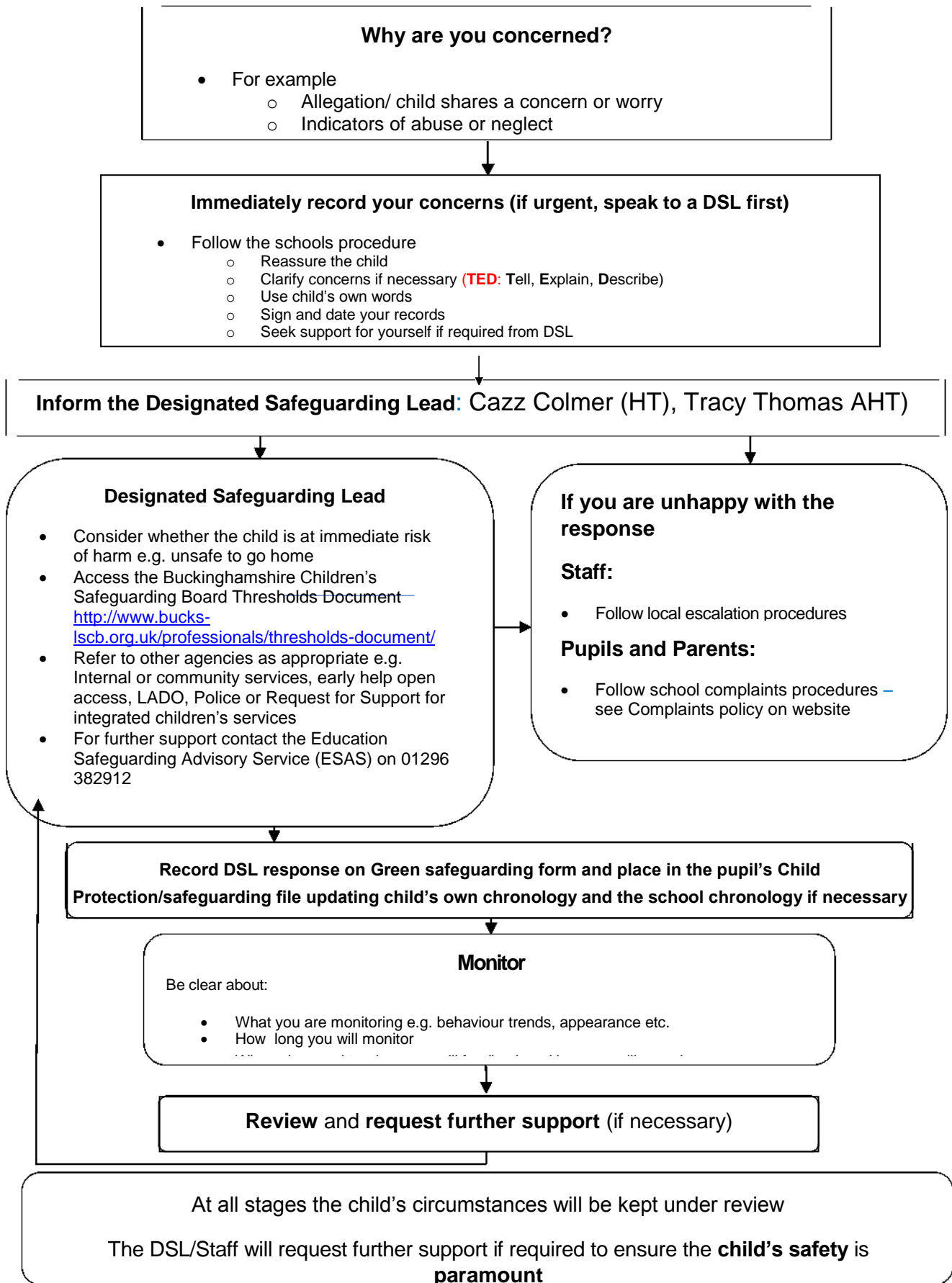
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

## 2. What to do if you have a welfare concern

### Winslow Church of England School



### **3. Introduction and Ethos**

Winslow Church of England School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. At Winslow Church of England School we recognise our statutory responsibility to safeguard and promote the welfare of all children.

Winslow Church of England School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school, children are respected and encouraged to talk openly.

Our school core safeguarding principles are:

- the welfare of the child is paramount
- all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- pupils and staff involved in child protection issues will receive appropriate support.

The purpose of a safeguarding and child protection policy is to:

- inform staff, parents, volunteers and governors about the school's or settings responsibilities for safeguarding children
- enable everyone to have a clear understanding of how these responsibilities should be carried out.

### **4. Definition of safeguarding**

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, 2019).

### **5. Context**

Section 175 of the Education Act 2002 requires school governing boards, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

This policy has been developed with reference to statutory responsibilities and takes account of national guidance and local inter-agency procedures as follows:



- Keeping Children Safe in Education, 2020  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working together to safeguard children, 2018:  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Information Sharing: Advice for practitioners, 2018  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Data protection toolkit for schools 2018:  
[Data protection: toolkit for schools - GOV.UK](https://www.gov.uk/government/publications/data-protection-toolkit-for-schools)
- MK Together Partnership ; Bucks Safeguarding Children Partnership  
<https://www.mkscb.org/wp-content/uploads/2019/06/MK-Partnerships-Handbook-final-2.pdf>
- Multi-agency statutory guidance on female genital mutilation:  
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](https://www.gov.uk/government/publications/children-missing-education)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](https://www.gov.uk/government/publications/prevent-duty-guidance)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/government/publications/equality-act-2010-guidance)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](https://www.unicef.org/uncrc)

The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to)

- Bullying (including cyberbullying)
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (County Lines)
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse

- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Health and wellbeing
- Missing children and adults
- Online safety
- Peer on peer/ child on child abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

## **6. Related Safeguarding policies**

It is also recognised that a number of other school policies and procedures form part of the wider safeguarding and child welfare agenda and therefore the safeguarding and child protection policy should be read in conjunction with the policies listed below

- Anti-bullying policy
  - Attendance
  - Pupil Behaviour / Discipline policy
  - Children Looked After
  - Equality policy
  - Lettings
  - SEN
  - Health & Safety (including managing children with medical needs)
  - E-Safety (including use of social media)
  - Staff Code of Conduct (including use of mobile phone)
  - Managing Allegations against staff
  - Complaints policy
  - PREVENT
  - Staff induction policy
  - PSHE - to include RE & RSE
  - Visitors
  - Volunteers
  - Whistleblowing
  - Safer Recruitment
  - Use of Restraint policy

## **7. Responsibilities**

All adults working with or on behalf of children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures.

### **7.1 Designated Safeguarding Lead (DSL)**

The school has appointed two members of the leadership team- Cazz Colmer, Headteacher and Tracy Thomas, Assistant Headteacher; our SENDCo has also received DSL training. The joint DSLs have the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

The joint DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role which includes PREVENT awareness training. The DSL training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

#### **It is the role of the DSL to:**

- act as the central contact point for all staff to discuss any safeguarding concerns
- maintain a confidential recording system for safeguarding and child protection concerns
- coordinate safeguarding action for individual children
- in the case of Children Looked After the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
- help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are or have experienced with staff
- liaise with other agencies and professionals
- ensure that locally established referral procedures are followed as necessary
- represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- manage and monitor the school's role in any multi-agency plan for a child.
- be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

Further detail can be found in KCSIE 2020 Annex B

### **7.2 Members of Staff**

#### **All members of staff have a responsibility to:**

- provide a safe environment in which children can learn
- be prepared to identify children who may benefit from early help
- understand the early help process and their role in it
- understand your schools safeguarding policies and systems

- undertake regular and appropriate training which is regularly updated
- be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989
- know what to do if a child tells them that he or she is being abused or neglected
- know how to maintain an appropriate level of confidentiality
- be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity

For further information refer to Part One of KCSIE 2020 and Annex A

### **7.3 Children and Young People**

**Children and young people (pupils) have a right to:**

- contribute to the development of school safeguarding policies
- receive help from a trusted adult
- learn how to keep themselves safe, including online .

### **7.4 Parents and Carers**

**Parents/carers have a responsibility to:**

- understand and adhere the relevant school/policies and procedures
- talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches
- identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

Parents can obtain a copy of the school Safeguarding and Child Protection Policy and other related policies on request and can view them via the school website

(<https://winslow.bucks.sch.uk>)

### **7.5 Governing Boards**

The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy, which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The Governing Board, Headteacher and Leadership Team will ensure that the DSLs are properly supported in their role.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2020 which governors will have read and will follow.

Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

## Quality assurance of safeguarding in school

The DSLs will provide an annual report to the Governing Board detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained. They will also ensure a copy of this report is shared with the Education Safeguarding Advisory Service within the specified period.

## 8 Recognition of types of abuse and neglect

All staff in school should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

(See Appendix for further detail on the 4 categories of abuse).

## 9. Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, **“Working Together to Safeguard Children 2018”**, **“Keeping Children Safe in Education” 2019** and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015**.

At Winslow Church of England school we have 24% PP pupils (September 2020). When safeguarding these pupils we adopt a policy of early help and intervention to try to ensure that our families are well supported and do not reach crisis point. We have 11% of SEND pupils (September 2019). We are aware that these pupils can be vulnerable to all types of abuse. Our SENDCo has been trained to DSL level to ensure that she is equipped to monitor any concerns. We have a high % of White British pupils but are aware of all areas of Child protection and possible dangers and ensure our staff are trained in all areas.

We will ensure:

- 9.1** We have two designated members of the Senior Leadership Team who have undertaken appropriate training for the role, as recommended by the BSCP. Our Designated Safeguarding Leads (DSL) are required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- 9.2** We have a member of staff who will act in the DSL's absence and who has also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 9.3** 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 2020"** 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.
- 9.4** Visitors must be :
- Clearly identified with visitor/contractor passes.
  - Met and directed by school staff/representatives.
  - Signed in and out of the school by school staff.
  - When visitors sign in they are directed to an information poster stuck to front desk outlining how to report a concern. Leaflets are also available for visitors to take.
  - Given restricted access to only specific areas of the school, as appropriate.
  - Escorted by a member of staff/representative as required.
  - Given access to pupils restricted to the purpose of their visit.
- 9.5** All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.<sup>1</sup>
- 9.6** All parents/carers must be 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.
- 9.7** All staff must follow the reporting procedures as follows when reporting any child protection concerns:
- Staff must ensure the child is in a safe place and in receipt of support;
  - Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
  - Staff must make a written report using the school record keeping process;

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

- All green concern forms are located in the staffroom; they are completed electronically (where possible) as soon as possible and sent to one of the DSLs or a senior member of staff in their absence.
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map to record any injuries seen or reported by the child;
- Staff must sign and date the report giving details of their role within school;
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.

**9.8** Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Parents should advise the school by telephone on the first day of absence and provide the school with an expected date of return. This should be followed up in the form of a written note from the parent/carer, though verbal explanations may be acceptable where this is considered appropriate. Where the school has not received any notification of absence, the attendance manager will phone home to seek clarification.

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

**9.10** 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 (CME) using the **Buckinghamshire CME Protocol**.

**9.11** Any absence, without satisfactory explanation, of a pupil currently subject to a child protection or child in need plan is immediately referred to their social worker.

**9.12** Parents/carers must inform school if there are any changes to a pupil's living arrangement. Winslow Church of England School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

**9.13** All staff, parents/carers and children are made aware of the school's escalation process, in their training and through conversation and phone calls as needs arise. This 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.

**9.14** 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. School

must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.

- 9.15** The school operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities. Both DSLs and 2 further members of the SLT have undertaken Safer Recruitment training.
- 9.16** Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).
- 9.17** Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

## **10 Record Keeping**

- 10.1** Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- 10.2** There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.
- 10.3** The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 10.4** We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

## **11 Confidentiality**

Safeguarding children raises issues of confidentiality that must be understood and followed by staff and volunteers.

National guidance can be found in:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

All staff should follow the national information sharing guidance.

In summary:

- All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the DSL as soon as possible and the child should be told who their disclosure will be shared with.



- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only.

Governing Boards need to be aware that among other obligations the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further information about information sharing can be found in KSCIE 2020 Part 2.

## **12. Multi Agency Working**

Winslow Church of England School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Schools are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Winslow Church of England School recognises the importance of multi-agency working and is committed to support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **13. Complaints**

The school has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found ***in the staff room/P Drive/school website.***

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the Conduct and Discipline Policy which is available from the School Office.

## **14. Staff induction, awareness and training**

All members of staff have been provided with a copy of Part One of KCSIE (2020) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within KCSIE 2020. Members of staff have signed to confirm that they have read and understood Part One and Annex A. (Email sent to T Thomas DSL Training lead)

The DSL will ensure that all new staff and volunteers (including temporary and supply staff):

- are aware of the school's internal safeguarding processes.
- will receive training to ensure they are aware of a range of safeguarding issues.
- will receive regular safeguarding and child protection updates, at least annually.
- are made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct)
- Although the school has a nominated lead for the Governing Board (**Terry Capstick**), all members of the Governing Board will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **15. Safe working practices**

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Staff should be aware of the school's **Behaviour Management and Physical Intervention Policies**, and any physical interventions must be in line with agreed policy and procedures. (See Use of Restraint Policy)

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.

## **16. Staff Supervision and Support**

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- all staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- all staff will be supported by the DSL in their safeguarding role
- all members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the employee assist programme (PAM), Occupational Health or other similar organisations directly.

## **17 Safer Recruitment**

The Governing Board and school leadership team are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and Buckinghamshire County Council inter-agency procedures.

These include ensuring that:

- the Headteacher/Principal/Senior Officer, other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training
- the Single Central Record of all staff and regular volunteers is kept up to date and includes all the required information
- written recruitment and selection policies and procedures are in place
- statutory responsibilities to check staff who work with children are followed
- all governors have enhanced DBS checks and a section 128 check
- proportionate decisions are made when considering the need for any further checks beyond what is required
- volunteers are appropriately supervised
- at least one person on any appointment panel is safer recruitment trained
- ensure the school is compliant with guidance contained in Keeping Children Safe in Education, 2020 - Part 3 .

## **18 Allegations against staff and volunteers (including Governors)**

Winslow Church of England School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. This includes where an individual has behaved or may have behaved in a way that indicates that they may not be suitable to work with children due to transferable risk. Such allegations should be referred immediately to the Head Teacher or deputy in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the headteacher then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Winslow Church of England School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, where:

- the harm test is satisfied in respect of that individual

- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence and,
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed if they had not left.

The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school including supply staff and volunteers, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or School's Human Resources provider.

**KCSIE, 2020 Part 4: Allegations of abuse made against teachers and other staff including supply staff** sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO**.

The school **must** ensure that their policy and procedures are guided by local procedures for managing allegations against staff, carers and volunteers. Further information can be accessed via the following link:

<http://bscb.procedures.org.uk/skosz/adults-who-pose-a-risk-of-harm-to-children/managing-allegations-against-staff-and-volunteers-working-with-children/>

**When using an agency, schools and settings should inform the agency of its process for managing allegations.**

## **19 Safeguarding children with special educational needs and disabilities**

Additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration
- Assumptions that children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers and difficulties
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation.

Winslow Church of England School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to

ensure that their voice is heard and acted upon. SENDCo of Winslow Church of England School has undertaken DSL training to ensure this happens effectively.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## **20 Peer on Peer Abuse**

All members of staff at Winslow Church of England School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including but not limited to, bullying, physical abuse, racial abuse, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence, upskirting and 'sexting'. It can include including grooming children for sexual and criminal exploitation. Staff and leadership are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.

Winslow Church of England School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.

All staff should be clear as to the school's policy and procedures to minimise the risk of peer on peer abuse, which should reflect Part 5 of Keeping Children Safe in Education 2020 in the school's approach to allegations against pupils, including sexting. Relevant other policies might include the behaviour policy, anti-bullying policy, child protection policy and online safety policy. Further guidance can be found at

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The school must take action to ensure that the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Schools must make it clear that peer on peer abuse will never be accepted or dismissed as "children being children". Abuse is abuse and will never be tolerated or passed off as banter, just having a laugh or part of growing up.

Where there is cause to suspect that a child is suffering or likely to suffer significant harm the DSL must be informed. Advice will be sought from the Buckinghamshire Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed. Parents and carers will be informed at the earliest opportunity.

## **21 Gangs, county lines, violent crime and exploitation**

Winslow Church of England School recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims

is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.

All staff need to be aware that safeguarding incidents and or behaviours can be associated with factors outside of the school or setting and can occur between children beyond these environments. All staff should consider whether children are at risk of abuse or exploitation in situations outside of their families. They should be trained to recognise the need to be vigilant for the signs that may include, but not exclusively children who :

- appear with unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- associate with other young people involved in exploitation
- suffer from changes in emotional well being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education

## 22 On line safety

It is recognised by Winslow Church of England School that the use of technology presents challenges and risks to children and adults both inside and outside of school.

The DSL has overall responsibility for online safeguarding within the school.

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 stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sexting (youth-produced sexual imagery),
- Use of mobile technology both within school and on school trips/ outings
- Use of camera equipment, including smart phones,
- What steps to take if there are concerns and where to go for help,
- Staff use of social media as set out in the **Staff Code of Conduct**.

Winslow Church of England School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.

Winslow Church of England School identifies that the issues can be broadly categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

The DSL and leadership team have read Annex C regarding Online Safety within KCSIE 2020.

Winslow Church of England School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community.

- Pupils are not permitted to have mobile phones in school. If there are specific circumstances which require a child to have a mobile phone, it must be handed into the office at the start of the day and collected at home time.
- Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our pupils.
- Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct.

Winslow Church of England School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

Winslow Church of England School acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.

Winslow Church of England School will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

## 23 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 children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication '[Sexting in Schools and Colleges](#)' produced by the UK Council for Child Internet Safety.

If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police

Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

## 24 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 pupils 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 pupils

As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. 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

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.

## 25. Prevent Duty

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

All school staff and governors have completed Prevent training and are undertaking an online refresher course in Autumn 2019.

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

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 pupils, which may indicate they are at risk of radicalisation.

## 26. Cultural Issues

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



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

## **27. So Called 'Honour' Based Violence**

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Violence to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of children abuse and a breach of children's rights. We recognise some pupils, 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. Winslow Church of England School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

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

We recognise both male and female pupils may be subject to honour based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.

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

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

## **28. Serious Violence**

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At Winslow Church of England School we are aware of the risks to children and will take appropriate measures to manage any situations arising.

## **29. Curriculum and staying safe**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Our curriculum ensures children are taught about safeguarding by covering relevant issues through Relationships and Health Education (primary). We provide opportunities for increasing self-awareness, self-esteem, social and emotional

understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.

Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

### **30. Mental health and well being**

We recognise that schools have an important role to play in supporting the mental health and wellbeing of children. Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Further information can be found in our Mental Health and Wellbeing Policy.

If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken.

The school has a mental health lead who is a trained member of staff responsible for the school's approach to mental health. They:

- oversee the help the school gives to pupils with mental health problems
- help staff to spot pupils who show signs of mental health problems
- offer advice to staff about mental health
- refer children to specialist services if they need to.

The school mental health lead has a team of support staff who work with her to support pupils across the school.

Further information can be found in the DFE document: Mental Health and Behaviour in Schools November 2018 and the Green Paper: Transforming Children and Young Peoples Mental Health Provision 2018.

### **31. The use of the school premises by other organisations**

Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Board will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved, then an application to use premises will be refused.

### **32. Security**

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out

via the office visitors log and to display a visitors' badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

### **33. Monitoring and Review**

All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.

The Governing Board is responsible for reviewing the safeguarding and child protection policy as a minimum annually and ensuring that it is compliant with current legislation and good practice. Also, for ensuring that the school maintains an up-to-date list of key contacts and that related policies and procedures are kept up to date.

## Appendix A

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

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

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

### Categories of Abuse

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

#### Physical Abuse

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

#### Emotional Abuse

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

#### Sexual Abuse

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

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

### **Neglect**

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

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

### **Exploitation**

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

#### **Child Sexual Exploitation**

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

The definition of child sexual exploitation is as follows:

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

[CSE Guidance Core Document](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery. [Victims of modern slavery – frontline staff guidance](#)

#### **Extremism**

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of

different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

### **County Lines**

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

### **Child Criminal Exploitation**

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

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

## Appendix B

### Dealing with a disclosure

In the event of a child disclosing abuse staff must:

Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.

Remain calm. Be reassuring and supportive, endeavouring 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 or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

Reassure the child that they did the right thing in telling someone.

Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

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

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

Following a report of concerns the DSL must:

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.

Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.

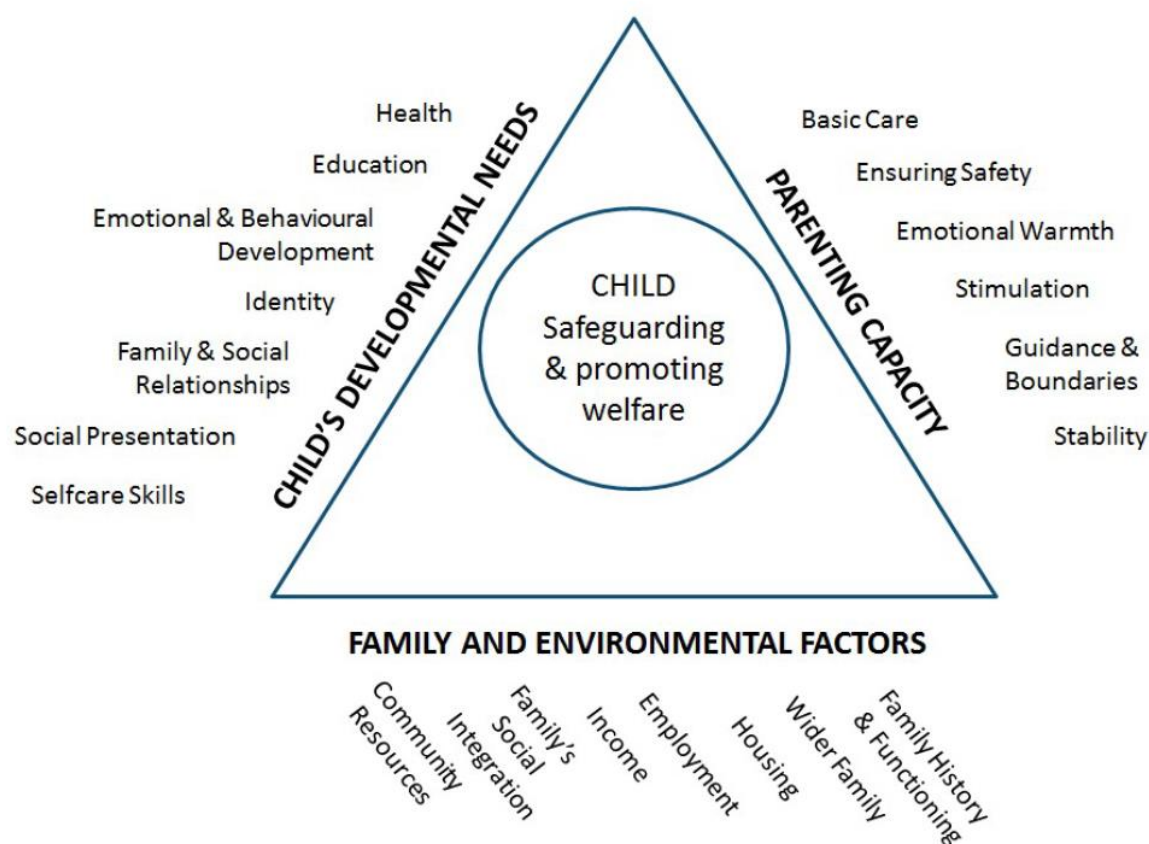
If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.



## Appendix C

### Assessment Framework

(from Working Together to Safeguard Children, July 2018)



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

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

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

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