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Child Protection & Safeguarding Policy and Procedures including Covid19 Addendum

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BILTT Academies Trust Policy Safeguarding

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1. Named Staff with Designated Responsibilities for Safeguarding

Academic Year	Designated Senior Person	Designated Safeguarding lead (DSL) in Academies	Nominated Trustee	Local Authority Designated Officer (LADO)
2021-22	Mel Wooding Mel.wooding@bilftt.org	St John's School – Mel Wooding Mel.wooding@bilftt.org 07458363005 Greys School–Jo Tiff Jo.tiff@bilftt.org Grange School –Charlotte Thomas Charlotte.thomas@bilftt.org	Trust Board - Donna Carr Donna.carr@bilftt.org St John's School – Laura Sherwood-King Laura.sherwoodking@bilftt.org Greys School – Ian Lindsey ian.lindsay@bilftt.org Grange School – Gill Lake Gill.lake@bilftt.org	Sandeep Mohan 01234 276693 Sandeep.mohan@bedford.gov.uk

2. Introduction

Child protection is what we do for pupils who have been harmed or are at significant risk of being harmed. Safeguarding is what we do for all pupils.

This policy sets out BILTT Academies Trust's commitment to safeguard and promote the welfare of all the children and young people in our academies. All within the Trust, recognise that abuse and neglect can and does happen anywhere, at any time and we are often the first to see the signs. We acknowledge and accept that, to protect the pupils in our care, we are individually and collectively responsible for making sure that these signs are acted upon promptly.

BILTT Academies Trust recognises the need to secure robust safeguarding and child protection procedures that ensure that all staff, governors, parents, visitors and volunteers have clear direction regarding expected behaviour and understand our legal responsibilities to safeguard and promote the welfare of children within and across our schools.

To ensure this happens BILTT Academies Trust commits to:

- Establishing and maintaining an ethos and environment where children and young people feel secure, are encouraged to talk, are listened to and feel safe
- Doing our utmost to quickly identify children and young people who are suffering or are likely to suffer abuse, to help and protect them, working with other relevant agencies where required
- Setting out clear Child Protection (CP) procedures, ensuring that everyone in our schools and central team understands and follows them
- Reinforcing this core policy with related and supporting policies, both centrally for the Trust and in schools
- Training our staff in implementing this and all supporting policies
- Keeping the outcomes of our work under continuous review to ensure better outcomes for pupils

This policy should be understood alongside school policies on related safeguarding issues and the addendum relating to the COVID-19 pandemic.

3. COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The Department for Education (DfE) has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-otherproviders>

Practitioners who work with children and young people in our schools read this policy within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <https://bedfordscb.proceduresonline.com/#>
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (KCSIE September 2021)
- What to do if you are worried a child is being abused Advice for practitioners (March 2015)
- Prevent Duty Guidance: for England and Wales April 2019
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Guidance for safer working practices_for those working with children and young people in education settings April 2020 (Non statutory guidance)
- Disqualification under the Childcare Act 2006 (amended July 2018)
- Sexual Violence and Sexual Harassment between Children (September 2021)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

4. Principles and Aims

This policy sets out the principles, procedures and advice from the DfE which support the safeguarding aims of BILTT, which are to:

- Support the child and young person's development in ways that will foster security, confidence and independence;
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties;
- Raise the awareness of staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible causes of abuse;
- Provide a systematic means to monitor pupils known or thought to be at risk of harm, and to ensure the BILTT Academies Trust in which they are working contributes to assessment and support for those pupils;
- Emphasise the need for good levels of communication between all members of staff;
- Develop a structured procedure that will be strictly followed by all staff in cases of suspected abuse, including early intervention and providing targeted support;
- Develop and promote effective working relationships and appropriate information sharing with other agencies, especially the police and relevant Social Care Team;

- Ensure that all staff, Trustees, LAB members and volunteers who have access to pupils, have current DBS checks, their identity has been verified by original documentation and that those references are checked in line with BILTT recruitment policies/guidance.

The purpose of this policy is:

- To provide Trustees, LAB members, staff and volunteers with the overarching legal framework and principles that guide our approach to child protection and safeguarding.
- To outline the statutory responsibilities of Trustees and school LAB members and the mechanisms for monitoring compliance in our schools.

5. Scope

This policy applies to all staff, Trustees, LAB members, parents, carers, visitors and volunteers working in or on behalf of a BILTT Academies Trust School within BILTT, including those in the Central Team. We will make the policy available on our website, individual Academies will make their policy available on their website.

6. Ofsted's definition of Safeguarding

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and young people from:

- Neglect.
- Physical, sexual or emotional abuse.
- Bullying including online bullying and prejudice-based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence /violence against women and girls.
- Peer on peer abuse.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- Child criminal exploitation and county lines.
- The impact of new technology on sexual behaviour for example sexting and accessing pornography and online abuse.
- Teenage relationship abuse.
- Substance misuse.
- Issues specific to a local area or population e.g. gang activity and youth violence and criminal exploitation
- Domestic violence.
- Female genital mutilation.
- Forced marriage.
- Fabricated or induced illness.
- Poor parenting.
- Homelessness.
- Honour-based abuse.
- Any other issues that pose a risk to children, young people and vulnerable adults.

Safeguarding also relates to broader aspects of care and education, including:

- Children's and young people's health and safety and well-being, including their emotional and mental health
- Meeting all the needs of children and young people who have special educational needs and/or disabilities (SEND).
- Meeting all the needs of children and young people with vulnerabilities including those who are Looked-After (LAC) and those in receipt of Pupil Premium funding and those who need a social worker.
- The use of reasonable force
- Meeting the needs of children and young people with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's and young people's security, taking into account the local context.

Inspecting safeguarding in early years, education and skills settings (Updated September 2019)

We take into account:

- The needs of Looked-After children and previously Looked-After Children in the school.
- Children on Child Protection Plans
- The needs of children subject to support and intervention via Child Protection, Children in need of Early Help and those at risk of being involved and involved in the Criminal Justice system
- Appropriate safeguarding responses to children and young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate arrangements for children and young people visiting host families, attending work experience and school visits (procedures available in other school policies)
- Awareness of the needs of children and young people with mental health issues including those with eating disorders and those who self-harm
- The impact of being homeless and in poverty
- Refugee status including unaccompanied asylum seeking children and young people
- Children who define themselves as from the Traveller Community
- The impact of having a family member in prison

This policy should be understood alongside school policies and procedures on related safeguarding issues including our:

- Accessibility plan
- Administration of medication/Supporting children with medical conditions
- Allegations against staff policy
- Attendance and Children Missing Education Policy
- Behaviour and Anti-Bullying Policy
- Code of Conduct
- Equality information and objectives
- Health and safety policy
- Information Sharing Policy
- Physical Intervention Policy
- Physical Touch Policy
- Mental Health and Wellbeing Policy
- Relationship and sex education policy

- Special Educational Needs Policy
- Searching, Screening and Confiscation (DfE, January 2018)
- Use of Internet/ Online Safety Policy
- Whistleblowing Policy

7. Ethos

We understand that emotional and social aspects of learning create a foundation for all learning. If a child or young person has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children or young people, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours. We recognise and acknowledge the range of environments and experiences and needs of our children and young people.

8. Mental Health, Emotional Well-being and resilience

Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience. Staff are trained and children are supported and listened to.

All staff will work to ensure that:

- All children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share and escalate their concerns appropriately.
- Staff are aware that when recognising abuse in pupils with special educational needs and disabilities, additional barriers can exist.
- All staff, volunteers and governors are given appropriate support and training to deliver a safe school.

All staff, volunteers and governors who work with/have contact with children and young people will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009. Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

Early Help means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

Schools can use a Toolkit to support schools with developing a Whole School Approach to Mental Health and Wellbeing.

All staff at **BILTT** should be aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the Lead Professional in undertaking an Early Help Assessment (EHA).

If Early Help and or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

9. BILTT'S commitment to SAFEGUARDING

BILTT is committed to referring Child protection and safeguarding concerns via the **Designated Safeguarding Lead** to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child or young person's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children and young people are adequately protected, we will ensure that:

- We have a Designated Safeguarding Lead (DSL) and Deputy DSL's who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, as set out above, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- The DSL will undertake Prevent awareness training.
- All staff, volunteers and governors are trained in basic Child Protection awareness annually.
- All staff, volunteers and governors have read and understand the Safeguarding and Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people.
- All staff, volunteers and governors will undertake Prevent training.
- All staff, volunteers and governors have read and understood Part 1 of 'Keeping Children Safe in Education', current guidance and this includes Annex A which has important additional information about specific forms of abuse and safeguarding issues.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- We have a Designated Lead for Mental Health to oversee the provision and support of mental health and wellbeing in school and to ensure effective links exist with local mental health support agencies.
- All children, young people and their families are familiar with the Child Protection and Safeguarding Policy and the policy is published on the school's website.
- We have a designated governor for safeguarding.
- The Child Protection and Safeguarding Policy is reviewed at least annually by the DSL and the Trust Board and as necessary in line with updated guidance.
- We will use LSCB* escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care. <http://bedfordscb.proceduresonline.com>
- All staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is agreed by everyone.
- All staff are clear as to whether and what information they can share with colleagues and/or partners including information about parents.
- Access to information should be on a need to know basis and decided case by case.
- Confidentiality is respected as far as possible but the child/young person's welfare is paramount. (Reference: Information Sharing Policy on LSCB website).

* LSCB – A Local Safeguarding Board, is a multi-agency body set up in every local authority. In Bedford we have the Bedford Borough Safeguarding Children Board. The Chair will work closely with the Director of Children's Services. The overall role of the LSCB is to coordinate local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together. www.bedford.gov.uk/LSCB

The Bedford Borough Safeguarding Children Board's new Multi-Agency Safeguarding arrangements were implemented from September 2019.

10. Recognising Abuse

A **child** is anyone who has not yet reached their 18th birthday.

All staff, volunteers and governors will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young 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. They may be abused by an adult or adults, or another child or children/young person. The risk may be within their environment and may relate to extra familial risks.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.

11. Children Who May Be Particularly Vulnerable

Some pupils may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all our pupils receive equal protection, we will give special consideration to pupils who:

- are disabled or have special educational needs
- are young carers
- are affected by parental substance misuse, domestic violence or parental mental health needs
- are asylum seekers
- are living away from home
- are vulnerable to being bullied, or engaging in bullying
- are living in temporary accommodation
- live transient lifestyles
- are living in chaotic and unsupportive home situations
- are vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- are at risk of sexual exploitation
- do not have English as a first language
- are at risk of female genital mutilation (FGM)
- are at risk of forced marriage
- are at risk of being drawn into extremism

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for pupils with communication needs.

Special Educational Needs

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration.
- The potential for children and young people with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The Designated Safeguarding Lead and Designated Teacher for Looked-After Children and previously looked after children have details of a child's social worker and the name of the Virtual School head that looks after the child.

The Governing board must ensure that a designated teacher is appointed to promote the educational achievement of registered pupils who are looked after.

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

The DSL will know which children in our school have a social worker. Our DSL will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

12. Types of Abuse

The following definitions have been taken from Working Together 2018

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

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

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

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs and Symptoms

Physical abuse is 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. The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

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

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

Bite Marks

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

Burns and Scalds

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

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)

- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

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

Scars

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

Other signs of physical abuse might include:

- injuries that are not adequately explained by the pupil;
- current bruising injury, with a long history of bruises and accidents;
- injuries getting progressively worse, or occurring in a time pattern (e.g. every Tuesday morning or after visits to relatives);
- 'grip' marks on arms (may indicate severe shaking) or 'slap' markings (especially cheeks, buttocks, arms or legs);
- long marks which could be from a belt or cane;
- stub marks that might be from a cigarette;
- bruising on both sides of the ear - any 'symmetrical' bruising is suspicious;
- teeth marks from a bite;
- scalding to both soles of the feet;
- bruised eyes, especially if both at once - a doctor or the school nurse can usually tell whether the bruised eye is spread-bruising from an accidental bump to the nose or more likely to have been a fist to the eye;
- constant attention seeking, over-pleasing/compliant behaviour or 'frozen watchfulness'; □
running away;
- kept away from school medical inspections and check-ups; or reluctance to go home after school.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including cyberbullying), 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.

Signs and Symptoms

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goat within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others
- physical, mental and emotional development lags;
- admission of punishment that appears excessive;
- over-reaction to mistakes;
- continual self-depreciation;
- sudden speech disorders;
- fear of new situations;
- inappropriate emotional responses to painful situations;
- neurotic behaviour (e.g. rocking, hair-twisting, thumb sucking);
- self-mutilation;
- fear of parents being contacted;
- extremes of passivity or aggression;
- drug/solvent abuse;
- running away; or
 - compulsive stealing, scavenging.

Sexual abuse

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.

Child Sexual Exploitation (CSE)

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.' (Working together to safeguard children, updated February 2017).

Sexual exploitation could involve photographing or videoing other children performing indecent acts. In areas where gangs are prevalent, older children may attempt to recruit younger children. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation:

- underage sexual activity;
- inappropriate sexual or sexualised behaviour;
- sexually risky behaviour, 'swapping' sex;
- repeat sexually transmitted infections;
- in girls, repeat pregnancy, abortions, miscarriage;
- receiving unexplained gifts or gifts from unknown sources;
- having multiple mobile phones and worrying about losing contact via mobile;
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs);
- changes in the way they dress;
- going to hotels or other unusual locations to meet friends;
- seen at known places of concern;
- moving around the country, appearing in new towns or cities, not knowing where they are;
- getting in/out of different cars driven by unknown adults;
- having older boyfriends or girlfriends;
- contact with known perpetrators;
- involved in abusive relationships, intimidated and fearful of certain people or situations;
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers;
- associating with other young people involved in sexual exploitation;
- recruiting other young people to exploitative situations;
- truancy exclusion, disengagement with school, opting out of education altogether;
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual);
- mood swings, volatile behaviour, emotional distress;
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- drug or alcohol misuse;
- getting involved in crime;

- police involvement, police records;
- involved in gangs, gang fights, gang membership or injuries from physical assault, physical restraint, sexual assault.
- some children may not realise they've been exploited (e.g. they believe they're in a romantic relationship)

Neglect

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

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

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

Signs and Symptoms

All staff have been trained to recognise symptoms and signs of neglect. Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Other signs might include:

- looking extra thin and poorly;
- well below average in height and weight; 'failing to thrive';
- complaints of hunger, lacking energy;
- an untreated condition or injury;
- repeated accidents (especially burns);
- being left alone at home inappropriately;
- being repeatedly unwashed or smelly; • being kept away from school check-ups; or
- reluctance to go home.

13. Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This can still be exploitation even if the activity appears consensual.

County lines is a major, cross-cutting issue involving:

- drugs
- violence

- sexual violence
- gangs
- safeguarding
- criminal and sexual exploitation
- modern slavery
- missing persons

There may be criminal exploitation of children which is centred within illegal/offending behaviour more locally. The aspect of coercion force and safeguarding issues are consistent.

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- It can be perpetrated by individuals or groups, males or females, and young people or adults.
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
- Children being coerced to carry drugs/involvement in County Lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved/at risk. These have been determined as examples under Modern Days Slavery/trafficking legislation.
- It can include vehicle crime and threatening/committing serious violence (previous examples located in annex B within KCSIE 2021)
- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection
- Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves
 - You should be aware that girls are at risk of criminal exploitation too, even though their experience may be different

Home Office guidance, Criminal exploitation of children and vulnerable adults: county lines
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adultscounty-lines>

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resource. The abuse can be perpetrated by individuals or groups, males or females, and children or adults.

CSE and CCE can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods

14. Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and

are never acceptable, all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. All schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

You should read Part five alongside the DfE's advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021) for further information.

When responding to an initial disclosure, our procedures explain that staff;

- Don't need to wait for a child to make a disclosure, they should act on any concerns immediately
- May overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator
- May confiscate devices for evidence to hand to the police, if the report includes an online element
- Can ask children outright if they've been harmed and what the nature of the harm was
- Should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- Should reflect back, using the child's language, when hearing a report
- Should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse

Next steps after the initial response

- The DSL's risk and needs assessment in response to a report of sexual harassment should also consider whether there have been any other victims
- You should:
 - Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
 - Balance the victim's wishes against your responsibility to protect other children
 - Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
 - Think about other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation, and take the potential for sexual violence and harassment in intimate personal relationships into consideration
 - Keep victim and alleged perpetrator(s) a reasonable distance apart on school premises includes at before and after-school activities
 - Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
 - Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing

- Your response should be underpinned by the principle that "there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated"
- The DSL (and deputies) should know what the early help process is and how and where to access support
- The previous restrictions on the use of police bail have been removed - police will now consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

15. Peer on Peer Abuse

Unfortunately, peer-on-peer abuse can and does happen in a whole range of settings that children attend. However, it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential. All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse.

Recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that **girls** will be **victims** and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and the different forms peer on peer abuse can take, such as: This is most likely to include, but not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, which can include an online element which facilitates, threatens and/or encourages physical abuse
- Sexual violence such as rape, assault by penetration and sexual assault, which can include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment such as sexual comments remarks jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- Up skirting which typically involves taking a picture under a person's clothing without their permission with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation distress or alarm.
- Sexting (also known as youth produced sexual imagery); the consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Initiation/hazing type violence and rituals which can include an online element
- Exploitation of others by peers: criminal, financial, sexual.
- Poor emotional well-being.
- Added abuse in intimate personal relationships between peers
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

All staff should be aware of the following;

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk

- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online

NB

Peer-on-peer abuse that involves sexual assault and violence must always result in a multi-agency response. As well as supporting and protecting the victim, professionals need to consider whether the perpetrator could be a victim of abuse too. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. (Ofsted)

Please see separate peer on peer abuse policy for further information.

16. Serious Violence

All staff should be aware of the signs that children are at risk of or involved in serious crime. These may include absence from school, change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in wellbeing, signs of assault or unexplained injury. Unexplained gifts or new possessions can also be signs that children are involved in gangs or criminal networks.

All Schools within BILTT have procedures to follow regarding peer on peer abuse. These procedures aim to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with. <https://www.gov.uk/government/groups/uk-council-for-child-internetsafety-ukccis>

The procedures take into account the different forms peer on peer abuse can take. Abuse is abuse and will not be tolerated or passed off as "banter" or "part of growing up".

- The procedures clarify how victims of peer on peer abuse will be supported.
- Reflect our approach to sexting.
- Reflect the different gender issues that can be prevalent when dealing with peer on peer abuse.
- Reflect how all children involved will be supported and worked with to reduce and prevent harm.
- At all times the child's wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

17. Online Safety

The Governing Board ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. As schools and colleges increasingly work online, the Governing board ensures appropriate filtering and monitoring systems are in place to protect children and young people from potentially harmful and inappropriate online material.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. Within our schools we use an effective whole school and college approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be

categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Within our schools, we ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement

Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

18. Female Genital Mutilation FGM

FGM is a form of honour-based abuse. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. It involves procedures that intentionally alter/injure the female genital organs for nonmedical reasons. There are four types of procedure:

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

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Circumstances and occurrences that may point to FGM happening are:

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

Signs that may indicate a child has undergone FGM:

- prolonged absence from school and other activities;
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- bladder or menstrual problems;
- finding it difficult to sit still and looking uncomfortable;
- complaining about pain between the legs;
- mentioning something somebody did to them that they are not allowed to talk about;
- secretive behaviour, including isolating themselves from the group;
- reluctance to take part in physical activity or repeated urinal tract infections.

NB

Staff, volunteers and governors are or must be made aware that there is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 or is at risk of being carried out. Staff will not be examining children for signs of FGM. When staff are made aware through disclosure or seeing something they suspect may be due to FGM, they will follow the Home Office Mandatory Reporting procedures.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilationprocedural-information> January 2020

There is a Pan-Beds response and pathway to FGM on the LSBC website.

19. School Attendance and Children Missing Education

Our school and the Governing Board will routinely monitor attendance and patterns of attendance, with those responsible taking positive and immediate action to address and resolve concerns, in line with school policy. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff must be aware of our school's Attendance Policy and children missing from education (CME) procedures. This includes children being absent within the school day. Please see the Attendance Toolkit provided to schools by the Early Help and Intervention Team.

Our school ensures that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually.

Children subject to a child protection plan or child in need (CIN)

Those responsible for Attendance matters, will ensure that any child currently with a child protection plan or CIN plan who is absent in the educational setting without explanation is referred to the DSL who will then liaise with the child's key worker's Social Care Team. Children who have previously been looked after or who are in a Special Guardianship arrangement will be monitored closely.

20. Contextual Safeguarding

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff and the designated safeguarding lead (or deputy) will consider the context within which such incidents and behaviours occur. This means we will consider whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare.

21. Prevent, Radicalisation and Extremist Ideology

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Extremism is 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. This also includes calling for the death of members of the armed forces. These fundamental values are woven into our curriculum.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

British Values

British values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Signs of vulnerability

There are no known definitive indicators that a child is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes

- rejection by peers, family, social groups or faith.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others • verbalising anti-Western or anti-British views • advocating violence towards others.

Staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation. Staff would then make an IFD referral.

Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism. Please see the link below for further information; <https://www.gov.uk/government/publications/channel-guidance>

22. Roles and Responsibilities

All Staff, Governors, Trustees and Volunteers (All)

- It is the responsibility of all members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.
- To recognise that their observation/concern may contribute to establishing a picture of risk and that all safeguarding concerns are relevant.
- The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child young person or family that the DSL may have.
- All staff members are aware of the signs of abuse and neglect and always act in the best interests of the child and young person.
- All staff, including Newly Qualified Teachers (NQTs), and volunteers, receive training and ongoing training to equip them with a broad understanding of mental health needs appropriate to the age of the pupils in our school.
- All staff, volunteers and governors receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction in line with advice from the BBSCB.
- <https://www.safeguardingbedfordshiretraining.co.uk/>
- All staff, volunteers and governors are aware of systems within the school which support safeguarding and these are explained to them as part of staff induction.
- All staff to be encouraged to report concerns and systems are in place within the school to explain how their concerns have been dealt with. (Consider an escalation system within the school if the individual who reported the concern does not believe all appropriate action has been taken).

- All staff, volunteers and governors are aware of the procedures for reporting that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 or is at risk of FGM being carried out. This must be reported to the police and the DSL.
- Teachers will have regard to the Teachers' standards, with the expectation that teachers manage behaviour effectively for a safe environment.

All have a key role to play in identifying concerns early and providing help for child and young people.

Listening and Responding

All receive training on how to listen and respond to child and young people.

Record Keeping

- Anyone who has concerns about the welfare of a child or young person must share this information with the DSL or Deputy DSL via My Concern.
- All will make a brief, accurate and verbatim record of the concerns including the child or young person's own word/actions/body language (if a disclosure) or the evidence that has led to the concerns.
- This report is sent directly to the DSL via My Concern, who will analyse the risk and refer onwards as necessary and appropriate.
- Referrals should never be delayed. Information should be passed on immediately and the reports follow if necessary.
- Child Protection (CP) records will be stored securely and away from the main pupil records.
- All matters relating to CP are treated as confidential and only shared as per the 'Working Together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school and at BILTT T who 'need to know'.
- All are aware that they cannot promise a child or young person that they will keep a secret.
- Disciplinary action will be considered for any breach of confidentiality.

Reporting

- All will report to the DSL or Deputy DSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children or young people.
- Staff will notify the DSL or Deputy DSL of any child or young person on a CP Plan where there is an unexplained absence.
- The DSL or Deputy DSL will be notified of any child or young person where a fixed term or permanent exclusion is being considered as appropriate.

Good Practice Guidelines and Staff Code of Conduct

Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging pupils to communicate with trusted staff in the confidence that they will be listened to
- encouraging positive, respectful and safe behaviour among pupils

- being alert to changes in pupils' behaviour, appearance and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Child Protection Policy, Staff Handbook and guidance documents on wider safeguarding issues
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or Children's Social Care
- providing curricular opportunities for CPSHE (Citizenship, Personal, Social & Health Education) and RSE (Relationships & Sex Education) which equip pupils with the knowledge, skill and behaviour required to stay safe, including, where appropriate, knowledge and understanding of e safety

Safeguarding Trustee

The Safeguarding Trustee (ST) has responsibility for ensuring that the Trustees are kept informed of safeguarding matters across the Trust. The ST will work with the Head of Safeguarding to collate the reports from the Designated Safeguarding Leads (DSL) and other information on policy, practice development and training across the trust to update Trustees. A report will be provided to the LAB by each DSL on a termly basis and the Trust Board will consider the BILTT's annual report and the Trust's summary report in the Summer Term.

Head of Safeguarding

The Head of Safeguarding holds responsibility for ensuring schools have appropriate safeguarding processes, practices and relevant training to safeguard and promote welfare of child and young people. The Head of Safeguarding will establish clear lines of accountability, training and advice to support the process and individual staff with that process.

Strategic support will be provided to schools. The Head of Safeguarding will delegate to the Head of School and Designated Safeguarding lead in each BILTT School to ensure that this policy is followed. Training will be provided for undertaking these responsibilities by BILTT.

The Head of Safeguarding owns and will periodically review the role responsibilities of the Safeguarding Advisory member. The Head of Safeguarding will also receive any reports from the Safeguarding Advisory member to the LAB to ensure there is full triangulation of information.

The Safeguarding Trustee will liaise with the Head of Safeguarding to ensure that Trustees are kept informed of practice, procedure and policy across the Trust and each school.

The Head of School

The Head of School will ensure that:

- The policies and procedures adopted by BILTT Academies Trust and the LABs associated with protecting children and young people are fully implemented, understood and followed by all staff and adhered to at all times;
- The nominated Safeguarding Advisory member is made known to staff;
- Sufficient resources and time are allocated to enable the BILTT Academies Trust's Designated Safeguarding Lead and other staff to discharge their safeguarding responsibilities;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and young people, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies;
- The responsibilities of the Designated Safeguarding Lead (and Deputy) are carried out fully.

- Co-ordinate safeguarding training for the school staff, making use of any Trust training processes where appropriate. Ensure records are kept of any training both centrally and on staff records in line with the Trust's chosen system.
- Headteachers should make sure the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff

Designated Safeguarding lead (DSL)

The DSL will be the primary contact for the Nominated Safeguarding Advisory member on safeguarding matters. Each school must have at least one Deputy DSL who is trained on an equivalent level as the DSL and acts in his/her absence.

The DSL is the person who takes the lead responsibility for child protection, including support for other staff, supply staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our Deputy/Deputies DSL is trained to the same level as the DSL. Our DSL will normally be the person who responds to allegations made against members of staff, including supply staff, volunteers or governors.

The DSL must be a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Refer suspected abuse and neglect to the Bedford Borough Integrated Front Door (IFD).
- Reports against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders).
- Develop and update the ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff regarding child protection concerns.
- Ensure that all volunteers, governors and all staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer/person raising an issue.
- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child/young person's child protection file is copied for the new educational establishment as soon as possible when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff, volunteers and governors receive appropriate and maintain training records.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- The school or college's Designated Safeguarding Lead (and Deputy) are aware of local procedures for making a Channel referral*
- DSLs should take lead responsibility for safeguarding and child protection
- Working with the mental health leads where safeguarding concerns are linked to mental health
- Promoting supportive engagement with parents and carers
- Promoting educational outcomes of children in need by knowing and helping to address issues they're experiencing or have experienced, by:
- Ensuring the school or college knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort

- Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising the lasting impact there can be on children's educational outcomes
- To work with the headteacher and 'relevant strategic leads'
- On information sharing:
- Understanding the importance of information sharing with other schools/colleges on transfer, including in-year transfers and between primary and secondary education
- Ensuring information in child protection files is kept confidential and stored securely
- Clarifying that the child protection file should be transferred to a new school or college within 5 days for an in-year transfer or within first 5 days of the start of a new term

Training, knowledge and skills

It is expected that DSLs have a good understanding of:

- How to identify, understand and respond to specific needs that can increase the vulnerability of children
- Specific harms that can put children at risk
- The important role they play in providing information and support to children's social care in order to safeguard and promote the welfare of children
- The lasting impact adversity and trauma can have on education, behaviour, mental health and wellbeing, and what is needed in responding to this
- The difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication
- Children in need (those with disabilities, or relevant health needs, and young carers), who have specific needs that the DSL should be alert to

Local Advisory Board (and Safeguarding Advisory Member)

Each LAB will require the Safeguarding Advisory Member and DSL to report on the measures they are taking to ensure compliance termly. Statutory responsibility does not pass to the LAB or any of its members; however, the LAB performs a vital role in monitoring compliance and challenging the school to ensure best practice is followed.

All Advisory members must recognise their safeguarding duties towards children and young people in the school. LAB Members are required to sign a code of conduct confirming this upon joining the LAB and this is renewed annually.

Each LAB shall appoint a safeguarding advisory member. The link advisory member will work with the Head of Safeguarding and the DSL to monitor and report back to the LAB in accordance with the Safeguarding advisory member role description, which the Head of Safeguarding will own and review from time to time.

The LAB will monitor that the following are delivered by the school:

- The school has the BILTT policy and procedures in place and that the school policy is fully consistent with this. The school policy is available to parents via the school's website;
- The school operates safe recruitment and makes sure that all appropriate checks are carried out on staff and volunteers who work with the children and young people;
- Procedures are in place for dealing with allegations of abuse against teachers and other staff that comply with BILTT policy, DfE and locally agreed inter-agency procedures;
- An appropriate person is identified as the DSL. Where this person is the Head of School the trust is clear that there must be a suitable deputy DSL in place to enable the Head of School to not be carrying out the day to day running of safeguarding, unless for a fixed term period agreed with the Trust;
- The DSL undertakes training in CP and inter-agency working at appropriate intervals and at least annually;

- All staff who work with children and young people undertake training in their safeguarding responsibilities on a regular refresher basis, at appropriate intervals, as and when required and at least annually;
- A Safeguarding Advisory Member is appointed that liaises with the school's leadership team and Head of School to ensure deficiencies or weaknesses in the school's safeguarding arrangements brought to the LAB attention are immediately remedied;
- Checking that other bodies that provide services for the school on its premises or for its children and young people have appropriate procedures and policies in place with regard to safeguarding.

Governing boards should facilitate a whole school or college approach to safeguarding. Safeguarding and child protection to be "at the forefront" and underpin all relevant aspects of process and policy development.

Governing boards should ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some SEND.

The LAB should have regular safeguarding refresher training at appropriate intervals and at least annually. A description of the role is provided in Annex C.

23. Inter-agency working

Schools are expected to contribute to effective inter-agency working. Schools will work with Social Care, the police, health services, Early Help services and others to promote the welfare of children and young people and protect them from harm. Schools are expected to contribute to inter-agency plans to provide additional support to children and young people subject to Early Help Assessments, Child in Need and Child Protection Plans.

24. Staff Training

The DSL is responsible for ensuring that staff and volunteers in the school undergo safeguarding and CP training at induction. The training should be regularly updated (at least annually) to ensure they have the relevant skills and knowledge to safeguard children and young people effectively.

The Head of Safeguarding will work with DSL's to support with training needs and to look to reduce costs or duplications of training across the Trust whenever possible. The Head of Safeguarding will assume responsibility for training those staff based at the central office.

The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years however, in addition to this formal training, their knowledge and skills should be regularly updated at regular intervals but at least annually, to keep up with any developments relevant to their role.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers; 87
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

The Head of School is responsible for keeping all training records updated for each staff. Each person's HR file should have evidence of completion of Safeguarding induction training and any specific safeguarding training they have undertaken. A tracker may be used for completing more general updates.

LAB members should receive training at least annually and always on induction. Trustees will receive training on induction and at least annually.

25. Child Protection Training

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is our practice to include a safeguarding and child protection agenda item in all staff meetings.

All members of staff, volunteers and school governors, undertake single-agency, basic awareness child protection training at least once every three years. In addition, the designated members of staff will undertake multi-agency training every two years.

Staff, volunteers and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes provision of links to relevant policy, research, national documents e.g. County Lines contextual safeguarding. Staff receive training about the safeguarding issues surrounding the internet and other online technologies.

Our school provides information on our websites for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home. This advice has been updated regarding issues associated with the COVID-19 pandemic and communicated to all parents/carers.

26. Child Protection Procedures and Information Sharing

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Information is held safely and securely. Staff and volunteers understand the importance of sharing information as early as possible. If staff or volunteers are unsure about whether or not to share information they understand that they must speak to the Designated Safeguarding Lead. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. This includes allowing practitioners to share information without consent.

When children leave our school the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt. When we receive a Child Protection file we ensure key staff such as designated safeguarding leads and SENCOs are informed.

Our schools Information Sharing Policy can be found on the school website.

You have a concern about a child / young person's wellbeing, based on:

- Something the child / young person / parent has told you.
- Something you have noticed about the child/young person's behaviour, health, or appearance.
- Something another professional said or did.

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child or young person.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small.

Decide whether you need to find out more by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?

Let the child / young person / parent know what you plan to do next if you have heard a disclosure of abuse or you are talking with them about your concerns. **Do not promise to keep what they tell you secret.**

Example: 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.

Inform the DSL immediately. If the DSL is not available, inform their Deputy. If neither of these staff members is available, speak to the Head teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

Make a record on My Concern as soon as possible after the event, noting:

- Name of child/young person
- Date, time and place
- Who else was present
- What was said / What happened / What did you notice speech, behaviour, mood, drawings, games or appearance
- If the child, young person or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern. All verbal conversations are promptly recorded
- Do not take photos of any injuries unless requested to do so by a DSL or medical professional
- This should be completed via My Concern and if urgent the DSL should also be notified verbally immediately.

The DSL may **take advice from the Bedford Borough Integrated Front Door (IFD).**

The DSL makes the **referral to IFD.**

The referral will note all previous interventions by the school with the child/young person, any relevant history relating to the child/young person, their siblings or the family. There is a multi-agency enquiry form on the Bedford Borough Safeguarding Children Board website.

http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/are_you_worried_about_a_child.aspx The child or young person may be the responsibility of another local authority depending on their home address or legal status, but the **IFD** is still the first point of contact.

The DSL **shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL **informs parent that they have made a Child Protection referral**, if the parent does not already know, and if there is no reason not to let them know. If unclear, it is recommended advice is sought from **IFD**. **IFD** may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child or young person at further risk, to prevent them being harmed or intimidated (and retracting their disclosure). In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

The **DSL remains in close communication with other professionals around the child / young person** and with the wider family (depending on the nature of the suspected abuse), in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
- Attend any strategy meetings/discussions in relation to the child.
- Attend a child protection conference when invited and provide updated information about the child/young person.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

Where there is a safeguarding concern Governing Boards and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the **best** interests of the child at their heart (*schools should add how children and young people's' views are sought*).

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise, record and refer.

27. Safer Recruitment

Keeping Children Safe in Education 2020 highlights Safer Recruitment processes in education settings. At least one member of our staff on every recruitment panel has undertaken training in Safer recruitment. Our recruitment and selection process ensures that staff, volunteers and governors have undertaken appropriate safeguarding checks including:

- Identity check
- Enhanced Disclosure and Barring Service (DBS) checks
- Staff barred list checks
- Two references with at least one being from the previous employer
- A record of the interview is kept
- Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching
- Volunteers are appropriately supervised

- Check of professional qualifications
- Check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- For agency and third party supply staff written confirmation that the business supplying the staff has carried out relevant checks and obtained appropriate certificates
- Our school follows advice in the Disqualification by Association under the Childcare Act 2006 (as amended)

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment
- Reject inappropriate candidates at the application and interview stages
- Prevent abuse to children by developing robust policies and agreeing on safe practice

The school has procedures in place to make a prompt DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

This is a legal duty.

Volunteers who have not had checks undertaken are not left unsupervised or allowed to work in regulated activity.

28. Whistle-blowing if you Have Concerns about a Colleague

Whistle-blowing is the means by which a member of staff can raise concern about a colleague without fear of repercussion. (Refer to Whistleblowing Policy)

Within the BILTT community there is an ethos of trust and respect.

It is important to create a culture of openness and transparency, where workers feel safe and are encouraged to speak up. For this to happen, the School and senior management will need to demonstrate that they are committed to open dialogue and communication. They will also need to ensure that the safety and wellbeing of pupils are seen as the responsibility of everyone involved in the provision of Education.

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the pupil is paramount. It is possible for staff to discreetly approach a member of the School Leadership Group to share misgivings or unease about the behaviour of a colleague before there is a definite cause for concern. There are staff concern forms in place to do this if you feel the concern is of a low level. This may pre-empt the need for whistleblowing as it creates an opportunity for staff support and guidance or for other preventative measures to be taken.

Staff Concern forms are accessible via Sharepoint and copies can be obtained from the office.

All reported concerns of staff conduct relating to a pupil should be referred to the DSL, to determine whether it constitutes a safeguarding issue

Where there is a report that a member of staff or volunteer has behaved inappropriately, the Head of School will refer the case to the Local Authority Designated Officer LADO –Sandeep Mohan, Tel: 01234 276693 and the Chair of Trustees. Where the allegation concerns the Head of School, the Chair of Trustees will liaise with the LADO.

Staff may also report their concerns directly to LADO or the police if they believe direct reporting is necessary to secure action.

29. Allegations Against Staff

An allegation or concern that any person who works with children or young people, in conjunction with his/her employment in either a paid or unpaid capacity, or voluntary activity has;

- behaved in a way that has harmed a child or young person, or may have harmed a child or young person;
- possibly committed a criminal offence against or related to a child or young person; or
- behaved towards a child or young person or children in a way that indicates they may pose a risk of harm to children.

Organisation Responsibilities

- Allegations of abuse can be made by children and young people and they can be made by other concerned adults.
- All allegations against staff, including supply staff or volunteers should be immediately brought to the attention of the Head teacher.
- If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.
- In all cases, **the Local Authority Designated Officer (LADO)** should be notified.

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team. Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

The Headteacher will take the following actions:

- Ensure that the child or young person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made.
- Contact the LADO in Bedford Borough immediately.
- Contact the parents/carers of the child/young person following advice from the LADO.
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation.
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect a child or young person is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

30. Visitors/contractors/suppliers

- All visitors should be required to sign in at the front desk and wear a visitor badge.

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose
- Children and young people should not be collected by people other than their parents unless written notification has been received in advance
- Regular contractors who are carrying out work around the school building, unsupervised, should be subject to the same enhanced DBS checks as staff, volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request (eg references)

31. Site Security

All staff have an electronic identity badge that is worn at all times. They are required to sign in/out during the course of the day using the Inventory electronic system. Visitors to the School, including contractors, are to sign in at reception using Inventory and are given a sticker with their photo which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign. Parents that are meeting with a member of staff should be signed in, this excludes parents' evenings when a designated member of staff is on the door.

All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure children are kept safe. The Head teacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site. All visitors are given a leaflet explaining the school's safeguarding expectations on their arrival.

Late Collection of Children

Children that have not been collected by a parent/carer are brought to the main reception. A member of the office team or the class teacher will try to contact the parent/carer. If there is no response, they will try the other contact numbers. It is the responsibility of the parent/carers to keep the school office informed of all current telephone numbers and emergency contacts. After a reasonable time, should school be unsuccessful in contacting a parent/carer, social services will be contacted.

Occasional Events

Some events, for example winter productions or sports days, happen only rarely, but involve the movement of large numbers of pupils around the school at a time when parents and carers are also given access to the site. The Leadership Team are responsible for ensuring that a plan is written, detailing how and when pupils and other people will enter and exit their classrooms and the school site. The plan is shared with all staff and each individual is responsible for making sure that they read, understand and carry out the plan.

On some occasions, it may be more practical for families to take their children home from the event directly rather than waiting for the end of the school day or for the children to return to the classroom. The plan will also explain if parents are permitted to do this and how this will be done. This would include the expectation that teachers or designated support staff know which children have been taken home.

If a child is unaccounted for

The emergency procedure for a situation where a child has gone missing is as follows:

- Notify the school office immediately of the child's name, class and time/location of last sighting
- Office to alert Headteacher/Deputy or teacher in charge, inclusion team and KS Leader if appropriate
- Key personnel to search school site.
- If not found within the school building – designated members of staff to sweep full grounds.

- SENDCo to be notified and assessment made on individual child regarding child protection/safety issues/SEN.
- If deemed necessary – designated staff to search local roads.
- If deemed necessary – site and access to balcony areas secured, beginning with the balcony in child's own classroom.
- Parents/carers and police to be notified if child not found on the school.

32. Extended School and Off-Site Arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own Child Protection Policy and Procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

33. Curriculum: Supporting School Provision

We ensure safeguarding, including internet safety, is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Our school plays an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable our school to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL).
- Citizenship Curriculum.
- Sexual Health Initiatives.
- School Nurse Checks.

34. Use of Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain exceptional circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff, including supply staff, volunteer or governor may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: *Use of reasonable force: Advice for Head teachers, staff and governing bodies*, July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

35. Staff Conduct

In order to protect children, young people and members of staff, we encourage staff, volunteers and governors to follow our professional Code of Conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child / young person
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts and favouritism
- Behaviour management
- Intimate care
- Administration of medicine
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc.)
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following policies:

- Staff Concern Guidance
- Central record of recruitment and vetting checks Policy
- Disability and Equality Policy
- Staff Discipline, Conduct and Grievance Policy
- Whistleblowing Policy

36. Implementation, Dissemination and Review Strategies

This policy is reviewed annually by the DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff, volunteers and governors read and agree the child protection policy before the start of their employment/volunteering/governor role and at the start of each year.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the Bedford Borough Child Protection Procedures and Safeguarding Children in Education are easily accessible in the following areas:

School website - Please note that the procedures are updated regularly therefore the accurate version is always the on-line version on the Safeguarding Board website.

37. Useful Contacts:

Integrated Front Door – Tel: 01234 718700 (office hours) or 0300 300 8123 (out of hours).
Multi.Agency@bedford.gov.uk

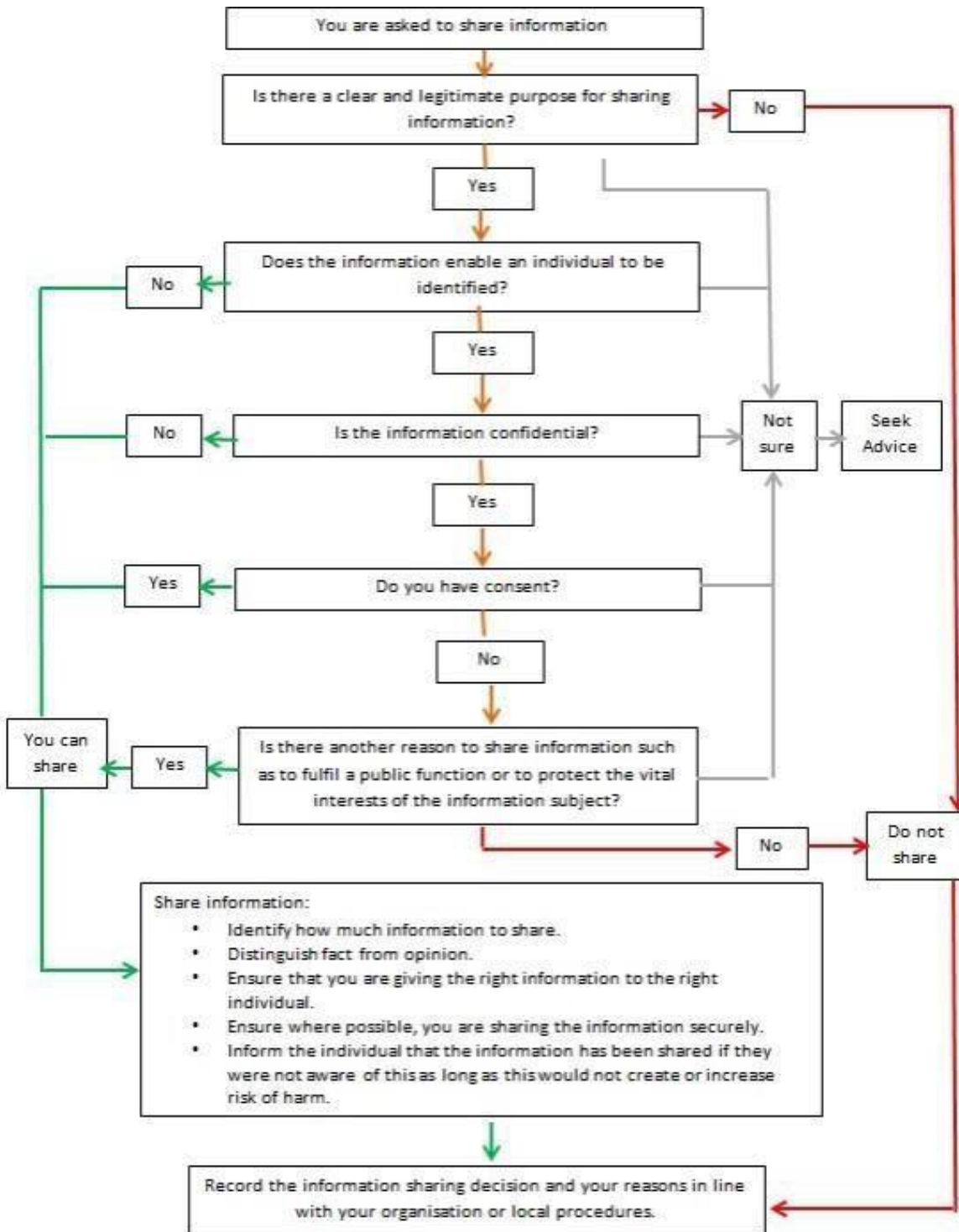
Local Authority Designated Officer (LADO) – Tel: 01234 276693 lado@bedford.gov.uk
Sandeep.Mohan@bedford.gov.uk

Bedford Borough Safeguarding Children Board – Tel: 01234 276512 or email: lscb@bedford.gov.uk
Website: www.bedford.gov.uk/lscb

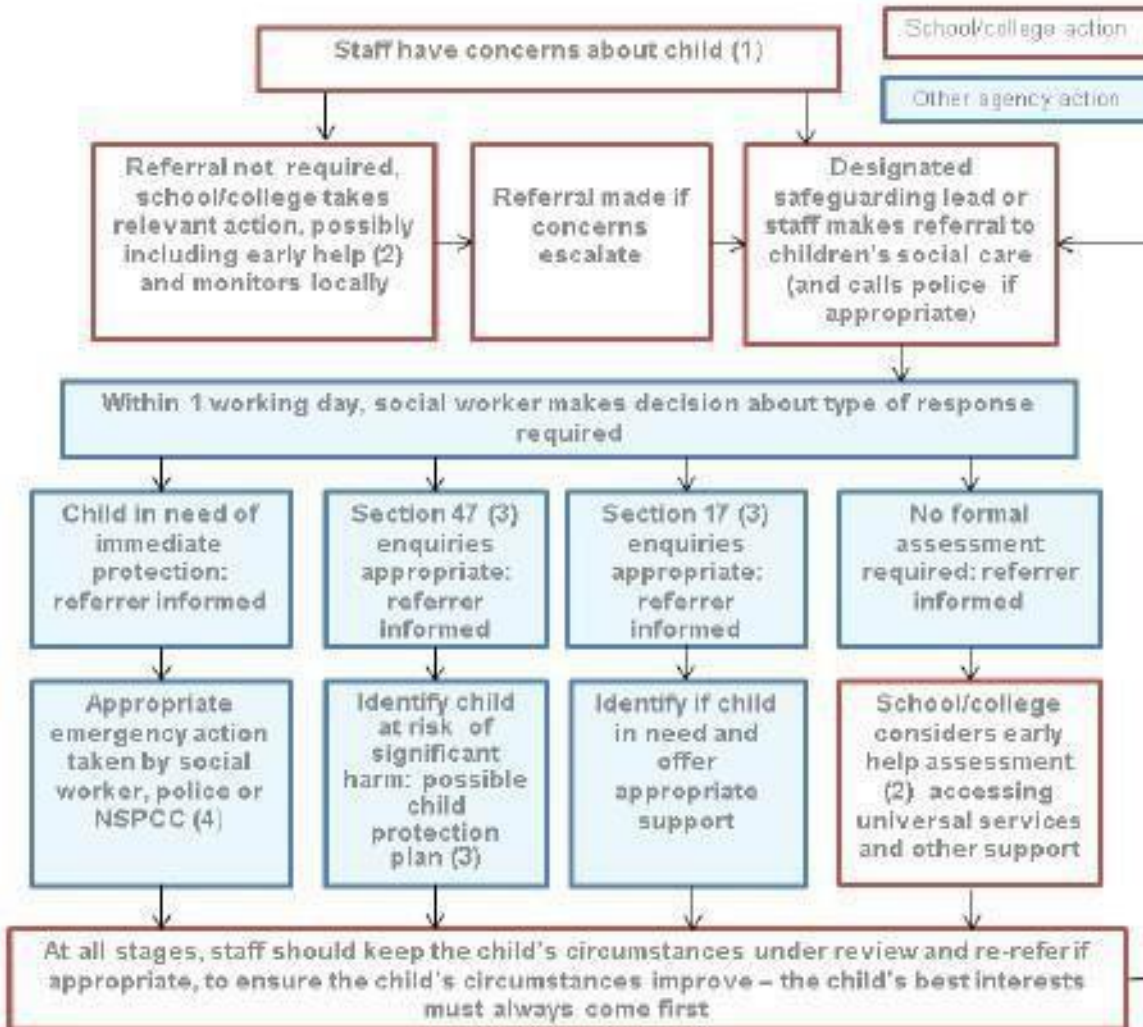
Children Missing Education Officer (Debi Momi) – Tel: 01234 228178
Bedfordshire Police 01234 841212/101 In emergency dial 999

ANNEX A

Flowchart- When and how to share information



Actions where there are concerns about a child



ANNEX C

PREVENT DUTY

BILTT Ethos

BILTT is committed to providing a secure environment for all of our pupils and staff. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is our most fundamental responsibility to keep our pupils safe and prepare them for life in modern Britain and globally.

We recognise that, as in all schools, there is a risk that pupils could be drawn in to extremism and radicalisation. Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both regionally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or prejudice-based violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

BILTT values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. Freedom, however, comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the values of our school, which include equality, human rights, community safety and community cohesion.

BILTT is clear that extremism and radicalisation should be viewed as a safeguarding concern. We welcome our duty to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or LAB Members, or external sources - external agencies or individuals.

It is imperative that for our pupils' school is a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Statement of intent

Protecting children from the risk of radicalisation is part of BILTT's wider safeguarding duties.

BILTT has created this policy in order to ensure that all staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection, as well as to actively assess the risk of children being drawn into terrorism.

BILTT expects all staff to use their professional judgement to identify children who may be at risk of radicalisation and act accordingly, alongside the Local Children's Safeguarding Board (LCSB) if necessary.

Legal framework

This policy has due regard to the following guidance, including, but not limited to:

- DfE 'The Prevent Duty' 2015

This policy will be followed in conjunction with other school policies, including, but not limited to:

- Child Protection and Safeguarding Policy
- Online Safety Policy
- British Values Policy

Definitions

For the purpose of this policy, "**radicalisation**" is understood to be a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice.

For the purpose of this policy, "**extremism**" is understood to be holding extreme political or religious views; fanaticism.

Risk indicators

All schools within BILTT will regularly assess the risk of pupils being drawn into terrorism and extremist activities. This involves having a clear understanding of the risks that can affect children in our area and a specific understanding of how to identify children who are at risk.

BILTT recognises that certain behaviours may indicate that a child is at risk of radicalisation. All staff are responsible for identifying these risk indicators and reporting them to a senior member of staff.

Indicators of an identity crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of a personal crisis:

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Loss of interest in activities which they previously engaged with
- Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal crisis:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from British values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

Other indicators:

- Using derogatory language about a particular group
- Inappropriate forms of address
- Possession of prejudice related material
- Property damage
- Refusal to cooperate with teachers'/adults' requests
- Condoning or supporting engagement with extremist ideologies or groups

Making a judgement

When making a judgement, staff should ask themselves the following questions:

- Does the child have access to extremist influences?
- Does the child access the internet for purposes of extremist activities, e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype, etc.?
- Is there a reason to believe that the child has been, or is likely to be, involved with extremist organisations?
- Is the child known to possess or actively seek extremist literature/other media likely to incite racial or religious hatred?
- Does the child sympathise with or support illegal/illicit groups?
- Does the child support groups with links to extremist activity?
- Has the child encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influences on the child?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the child?
- Has there been a significant shift in the child's outward appearance that suggests a new social, political or religious influence?
- Has the child come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the child vocally support terrorist attacks, either verbally or in their written work?
- Has the child witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the child travelled for extended periods of time to international locations?
- Does the child have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child display a lack of affinity or understanding for others?
- Is the child the victim of social isolation?
- Does the child demonstrate a simplistic or flawed understanding of religion or politics?
- Is the child a foreign national, refugee or awaiting a decision on their family's immigration status?
- Does the child have insecure, conflicted or absent family relationships?

- Has the child experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence a significant adult or other person in the child's life has extremist views or sympathies?

Critical indicators include where the child is:

- In contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Making significant changes to their appearance and/or behaviour

Referrals

At BILTT we are committed to protecting our pupils from radicalisation through a process of early intervention.

All staff are encouraged to raise any concerns they might have about a child with the Designated Safeguarding Lead,

The DSL will assess the situation and decide whether further action is required. If so, they will then discuss any concerns with the Head of School and decide the best course of action regarding a referral to external agencies.

Any decisions made will be made on a case-by-case basis and staff must be made aware that if they disagree with a decision not to refer, they are entitled to make a referral themselves where they harbour genuine concerns that a child is at risk.

If appropriate, the safeguarding and prevent duty lead will refer the child to the Channel programme for early intervention.

BILTT recognises that effective engagement with parents/carers is important when identifying signs of radicalisation.

BILTT will make every effort to assist families who raise concerns and direct them to appropriate support mechanisms.

Staff training

The DSL will undertake Prevent awareness training on an annual basis, in order to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation.

The DSL will hold training sessions (at least annually) with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation. This will also be raised with new members of staff as part of their induction process.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Whilst any member of staff could make a referral to the Channel panel this would generally be done via our DSL in consultation with the Head of School.

Preventing radicalisation through learning

Within BILTT schools we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and are encouraged to question and understand the wider world in which we live.

Where appropriate to the pupils level of development and understanding we will aim to cover the following;

- Religious Studies as part of our learning covers the World religions as well as festivals, pilgrimage, faith in action and the Holocaust.
- Our PSE curriculum includes topics on Friendships & Bullying, Being a Citizen, Fair Trade, Crimes & Gangs, Social Skills, Racism, Prejudice & Discrimination, Voting & Parliament and Human Rights.
- Our UNICEF Rights Respecting schools award recognises children's rights and is embedded throughout the curriculum.
- In Science pupils discuss moral and social issues related to scientific ideas e.g. evolution, cloning and genetic engineering.
- History and Geography broaden the horizons of our pupils and encourage pupils to develop a global view of issues such as population and medicine.
- Through our Careers programme in Key Stage 4 we encourage pupils to widen their outlook with regard to post-16 opportunities and develop an aspirational mind-set such that they will be prepared to make a worthwhile contribution to the wider society.
- English and Performing Arts promote discussion and debate and use source materials from a variety of cultures and perspectives.
- In Computing e-safety is a feature of the curriculum for every year group and the dangers of online radicalisation are addressed specifically within this.
- In Art & Design pupils explore artistic themes from a variety of cultures.
- Our PE curriculum develops teambuilding skills and promotes interaction in a less structured environment.
- Our Duke of Edinburgh course helps develop teamwork skills and through the volunteering aspect encourages pupils to think about themselves as members of a wider community.

Extra-curricular activities

Beyond the classroom pupils also engage in a wide range of activities that build confidence and resilience and broaden their horizons. Examples that are particularly relevant to building British Values are:

- Pupil Parliament
- Recognition and 'celebration' of national events e.g. Remembrance Day
- Residential experiences
- Visits e.g. Mosque, Gurdawara, local church
- Student leadership opportunities through Sports Leaders
- Theme days e.g. annual Internet Safety Day
- Sports links with other schools
- Fundraising: charities that we've supported in the current academic year include: The Red Cross Refugee Appeal, Race for Life, Children in Need, Red Nose day, Autism awareness

Online Safety

We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet. E-safety is an important part of the work that we do as a school.

The school ensures that suitable filtering is in place to ensure that children are safe from terrorist and extremist material when accessing the school's internet. More generally, we have an important role to play in equipping children and young people to stay safe online, both in school and outside. Internet safety is integral to our Computing curriculum and is reinforced across the curriculum.

Refer to our Acceptable Use & Online Safety Policy

Visitors to school

Within BILTT we recognise and value the contribution that visiting individuals and groups can make to enriching and extending learning.

Visitors and speakers coming into the school will be vetted prior to them having access to pupils, and all materials handed out to pupils will be checked by staff.

Sources of further information

The Department for Education has set up a counter extremism help line within the 'Due Diligence and Counter Extremism Group' so that people can raise extremism concerns directly with them. They are operating the help line on a trial basis initially. This help line is for issues that may appear to be of concern in relation to potential extremism. It is not for emergency situations, such as a child at immediate risk or a security incident. In these situations normal safeguarding procedures should be followed (contacting the police, local authority or the Anti-Terrorist Hotline).

The DDCEG help line telephone number is: 020 7340 7264

The DDCEG also have a dedicated email mailbox. The address is:

counter.extremism@education.gsi.gov.uk

Police online campaign: "Prevent Tragedies" <http://www.preventtragedies.co.uk/>

Channel E-Learning Package: http://course.ncalt.com/Channel_General_Awareness

Keeping Children Safe in Education, September 2019: This document is available on the school website

Child Protection and Safeguarding: COVID-19 addendum

Reviewed : September 2021

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1. Important contacts

ROLE	NAME	CONTACT DETAILS
Head of Safeguarding for BILTT	Mel Wooding	07458363005 Mel.wooding@biltt.org
Designated Safeguarding Leads	Jo Tift Charlotte Thomas Mel Wooding	Jo.tift@biltt.org Charlotte.thomas@biltt.org Mel.wooding@biltt.org
Designated member of senior leadership team if DSL (and deputy) can't be on site	Heads of School: Catherine Assink Antonia Drysdale Jo Tift Clare Breare Angie Morris	Catherine.assink@biltt.org Antonia.drysdale@biltt.org Clare.breare@biltt.org Jo.tift@biltt.org angela.morris@biltt.org
Local authority designated officer (LADO)	Sandeep Kaur	01234 276693 LADO@bedford.gcsx.gov.uk
Chair of Trust Board	Kevin Green	Kevin.green@biltt.org

2. Scope and definitions

This addendum applies during the period of school being non-operational due to COVID-19, and reflects updated advice from our 3 local safeguarding partners and local authority (LA) Bedford Borough Council

It sets out changes to our normal child protection policy in light of the Department for Education's guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools#safeguarding> and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan

3. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first

- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

4. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

5. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for coordinating safeguarding. This will be the identified SLG member on site that day. You can contact them by calling their mobile number or emailing them.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

6. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

7. Monitoring attendance

We will follow our normal attendance policies, unless bubbles/schools have had to close due to an outbreak. Pupil's will then be expected to participate in on line learning/home learning.

If there is any child we expect to attend school during this period doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers,
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

8. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

9. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

10. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. These children might be, for example, children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.

If these children will not be attending school, we will put a contact plan in place.

11. Safeguarding for children not attending school

11.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate These plans set out:
 - How often the school will make contact
 - Which staff member(s) will make contact
 - How they will make contact

We have agreed these plans with children's social care where relevant, and will review them as and when Government advice changes. If we can't make contact within 2 weeks, we will contact children's social care or complete a welfare visit.

11.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

12.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents prior to when they first attend work.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1
- We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:
 - A copy of our child protection policy and this addendum
 - Confirmation of local processes
 - Confirmation of DSL arrangements

14.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

Everyone working or volunteering in our school each day, including staff 'on loan'

Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum of 4 weeks by Mel Wooding, Designated Safeguarding Lead. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Accessibility plan
- Administration of medication/Supporting children with medical conditions
- Allegations against staff policy
- Attendance and Children Missing Education Policy
- Behaviour and Anti-Bullying Policy
- Code of Conduct
- Equality information and objectives
- Health and safety policy
- Information Sharing Policy
- Physical Intervention Policy
- Physical Touch Policy
- Mental Health and Wellbeing Policy
- Relationship and sex education policy
- Special Educational Needs Policy
- Searching, Screening and Confiscation (DfE, January 2018)
- Use of Internet/ Online Safety Policy
- Whistleblowing Policy

Appendix to safeguarding policy: Key safeguarding considerations at Grange Academy

Context: Staff are fully aware of all the specific safeguarding matters listed in the above policy. To provide the most effective safeguarding and child protection, we identify risks that are more likely to arise given our pupil cohort and other school specific factors. The summary below lists some key risks and the work to mitigate them. The safeguarding policy also includes key principles and procedures that must be followed when the below safeguarding matters occur.

Key Risks		Mitigation			
Risk	Rationale for risk	Staff training	Curriculum	Other	Policy
Online safety	Any pupil can be vulnerable online, however there are some pupils, for example pupils who attend alternative provision and those with SEND, who may be more susceptible to online harm or have less support from family or friends in staying safe online. Grange ensures pupils and their families receive the knowledge and support they need to make sound decisions and be safe.	Online safety training is delivered to staff at least annually.	Pupils are taught about online safety as part of the curriculum for ICT, RSE and PSHE – Unit coverage Self care, Support and Safety. We also use the NSPCC Stay Safe and Speak Out Program and provide a Safety Theme Day annually	BILTT ensures appropriate filters and appropriate monitoring systems are in place. The school raise parents’ awareness of internet safety This policy is shared with parents. Online safety is covered through parents’ evenings, leaflets and key information on the school website. Pupils access 1:1 Let’s Talk sessions. All pupils have self chosen designated adult in school. Signage and posters around school provide on line safety reminders	Online Safety Policy Acceptable Use Agreement
Peer on peer abuse, including sexual harassment and sexual violence	Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt	SG Team Training annually. Whole Staff key focus training annually.	There is a strong PHSE/ RSE curriculum that tackles such issues as prejudiced behaviour and	Grange has clear procedures for responding to a report of sexual violence or sexual harassment.	Peer on Peer abuse policy including anti-bullying

	<p>others. All staff should recognise that children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.</p> <p>Some Grange pupils are less able to tolerate behaviour from their peers which they find challenging. Pupils often have social and mental health difficulties, as well as SEND, and can struggle to understand the features of appropriate relationships.</p>	<p>Staff know sexual harassment is unwanted conduct of a sexual nature that can occur online and offline. High-quality training for teachers delivering RSE is provided weekly to all pupils. Staff will not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. Staff consider SEND needs and context when assessing risk.</p>	<p>provides open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of indecent images.</p> <p>Unit coverage: Managing feelings and Keeping Safe NSPCC Stay Safe and Speak Out Program. Safety Theme Day annually RSE Coverage – CSE, Grooming, Age limits and Consent, Appropriate behaviours</p>	<p>Through the Student Parliament we encourage young people to develop a deeper understanding acceptable behaviour and to keep themselves safe.</p> <p>Signposting Info for parents/Parent workshop Pupils access 1:1 Lets Talk sessions</p>	
Bullying	<p>Some Grange pupils are more likely to bully and be bullied because of their SEND, experiences of trauma, and social, emotional and mental health difficulties. Pupils may not identify or report bullying so it is important that staff are alert to signs of bullying, and the curriculum develops pupils’ understanding.</p>	<p>Staff are trained in restorative justice principles and use these to resolve conflict. Staff recognise that vigilant supervision (both in and out of lessons), and monitoring of relationships between pupils is crucial.</p>	<p>The topic of bullying is addressed through the PSHE/RSHE programme and form time. A key curriculum aim is to engender pupils’ understanding, respect and care of others, including those who possess one or more protected characteristic.</p>	<p>Behaviour, safeguarding, and attendance information is used to identify potential bullying.</p>	Anti-Bullying Policy
Neglect and physical and emotional abuse	<p>Due to the high levels of support</p>	<p>Staff are clear about the</p>	<p>Unit coverage: Managing</p>	<p>Posters and signage around</p>	Child Protection

<p>Home environment/welfare</p>	<p>pupils require, and the challenging behaviour that some can exhibit, there can be significant pressure placed on families</p>	<p>potential signs of abuse, and how to report them. Staff know the signs that families may not be coping, and how to report their concern so additional support can be sought. Whole school training annually. SG Team Training annually</p>	<p>feelings and Keeping Safe NSPCC Stay Safe and Speak Out Program. Safety Theme Day annually. Syc/cedar – unit coverage during RSE. Focus on Consent, Domestic Abuse</p>	<p>school – where to get help and who to talk to. Pupils access 1:1 ‘Lets Talk sessions.’ All pupils have self chosen designated adult in school. Food Share Scheme Uniform/Shoe scheme. Rights Respecting School – Gold Award in place. Weekly focus on the Rights of a Child – UNICEF Articles of the week. TLC Board in Staffroom – case overview Regular communication with key identified families</p>	<p>and Safeguarding Policy</p>
<p>Mental Health/Wellbeing (Self harm)</p>	<p>Pupils mental health and wellbeing is of particular importance as it influences the way in which they copes with key life events such as stress, trauma and physical ill-health. It also impacts their confidence, self-esteem and self-worth. We are committed to creating a culture where talking about how we feel is a norm, and where the personal and social</p>	<p>Trained member of staff: Mental health First Aid Whole school training focus annually</p>	<p>Ongoing coverage through PSHE and RSE – Healthy Lifestyles and Self Awareness units Topic led focus – self-esteem, low mood, triggers, indicators PSHE – Managing Feelings unit</p>	<p>School Wellbeing Award Accreditation Theme days – mental health week, Hello Yellow, National Mental Health day Drop in service for staff and pupils – signposting support 1:1 pupils Lets Talk Sessions Drop in Service Links with Health and CAMHS On line support services TLC Board in Staffroom – case overview</p>	<p>Wellbeing Policy Staff Wellbeing Team Care First Webinars/ School OT Support</p>

	development of all is supported appropriately so that they can thrive. This helps build pupils' resilience to risk			Regular communication with key identified families	
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