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Child Protection & Safeguarding Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Mel Wooding **Date:** September 2022

Approved by: Trust Board **Date:** To be ratified
(October 2022)

Review Date: 1st September 2023

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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)
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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 all our staff, including governors and trustees in implementing this and all supporting policies
- Keeping the outcomes of our work under continuous review to ensure better outcomes for pupils

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)
- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <https://bedfordscb.proceduresonline.com/#>

This policy also complies with our funding agreement and articles of association.

4. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

5. 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, LGB 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, LGB 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 LGB members and the mechanisms for monitoring compliance in our schools.

This policy applies to all staff, Trustees, LGB 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. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

7. 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.
- Child on Child 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.

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

8. 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).

- We link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
https://bedfordscb.proceduresonline.com/p_hon_bas_abuse.html

9. 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.

10. 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
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

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 have 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.

11. 11. 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

11.1 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, handprints or a hairbrush
- 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.

11.2 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.

11.3 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. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2022).

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)

11.4 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.

12. 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.

13. 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.

14. Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy
- Pastoral support system

Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise an abusive relationship (including coercive and controlling behaviour).

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support.
- What constitutes sexual harassment and sexual violence and why they're always unacceptable.

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.
- Read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents. This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online).
- Provide a safe space for pupils who are LGBT to speak out and share their concerns.
- 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.
- 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 staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff [behaviour policy/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, the online safety policy and the safeguarding response to children who go missing from education.
- The early help assessment process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE),

indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines).

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children.
- What to look for to identify children who need help or protection.

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 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 alerted 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 LGB 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 Headteacher 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 LGB 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 Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by BILTT Academies Trust and the LGBs 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 Headteacher 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.

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

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 Governing Body

Each LGB 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 LGB or any of its members; however, the LGB 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. LGB Members are required to sign a code of conduct confirming this upon joining the LGB and this is renewed annually.

Each LGB 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 LGB in accordance with the Safeguarding advisory member role description, which the Head of Safeguarding will own and review from time to time.

The LGB 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 Headteacher the trust is clear that there must be a suitable deputy DSL in place to enable the Headteacher 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 Headteacher to ensure deficiencies or weaknesses in the school's safeguarding arrangements brought to the LGB 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 LGB should have regular safeguarding refresher training at appropriate intervals and at least annually. A description of the role is provided in Annex C.

15. 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.

16. 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.

LGB members should receive training at least annually and always on induction.

17. 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 year. 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.

18. Child Protection Procedures

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 Headteacher 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.

19. Safer Recruitment

Keeping Children Safe in Education 2022 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.
- Online checks of social media accounts.
- 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.

20. Whistleblowing if you have concerns about a Colleague

Whistleblowing 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 Headteacher 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 Headteacher, 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.

21. 21. 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 Headteacher.
- If an allegation is made against the Headteacher, 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.

22. 22. Low- level concerns

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Safeguarding concern or allegation from another member of staff
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating pupils

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's [staff behaviour policy/code of conduct]. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

23. 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 (e.g. references)

24. 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 Headteacher 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.

25. 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.

26. Curriculum: Supporting School Provision

We ensure safeguarding, including online 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 framework for relationships, social and health education (RSHE) provides opportunities for children and young people to learn about keeping safe. RSHE 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.

27. 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 Headteacher immediately, in confidence. The Headteacher, in turn, will contact the Local Authority Designated Officer (LADO).

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

28. 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
-

29. 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.

30. Useful Contacts:

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

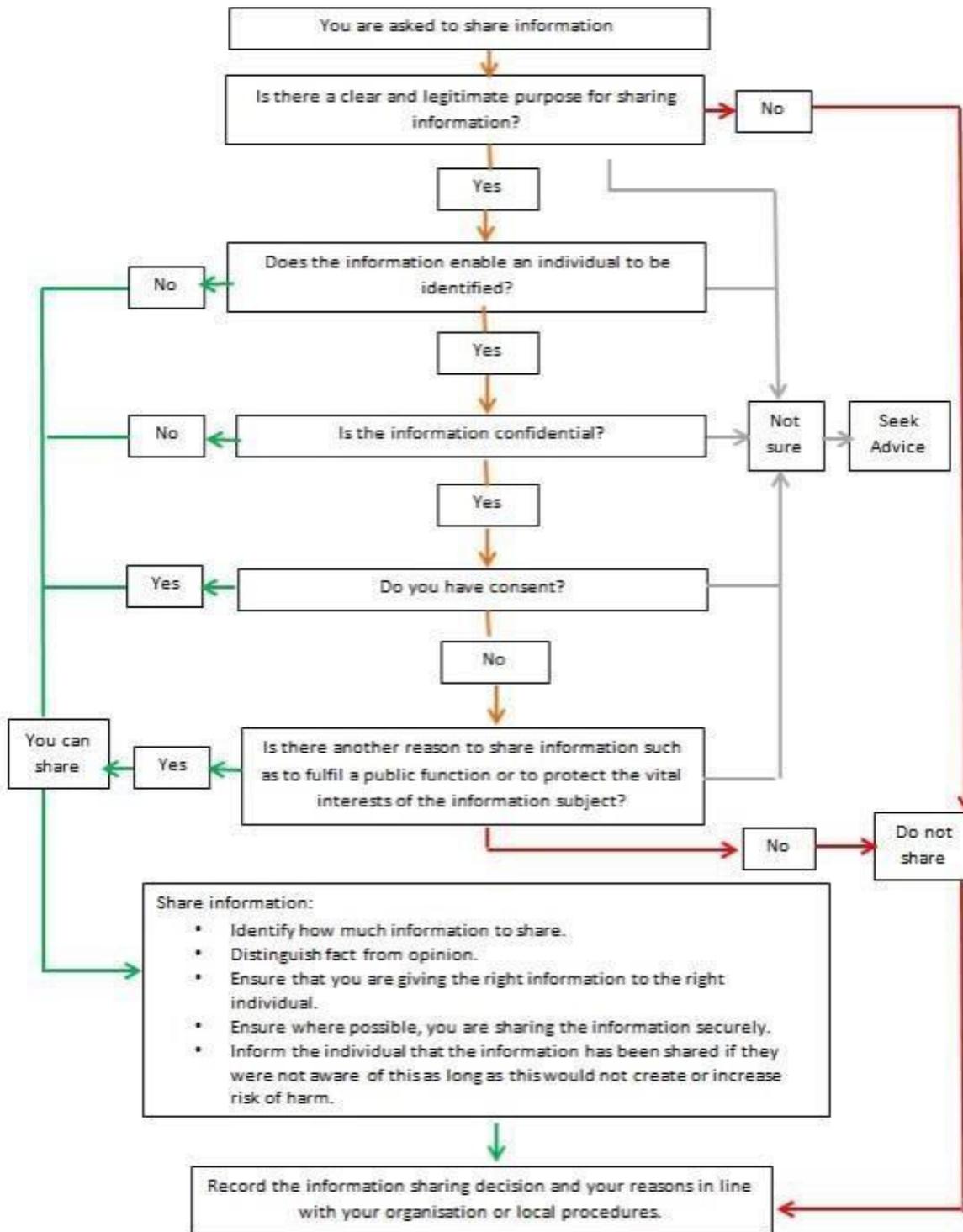
Local Authority Designated Officer (LADO) – Tel: 01234 276693 lado@bedford.gov.uk
Sandeep.Mohan@bedford.gov.uk

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

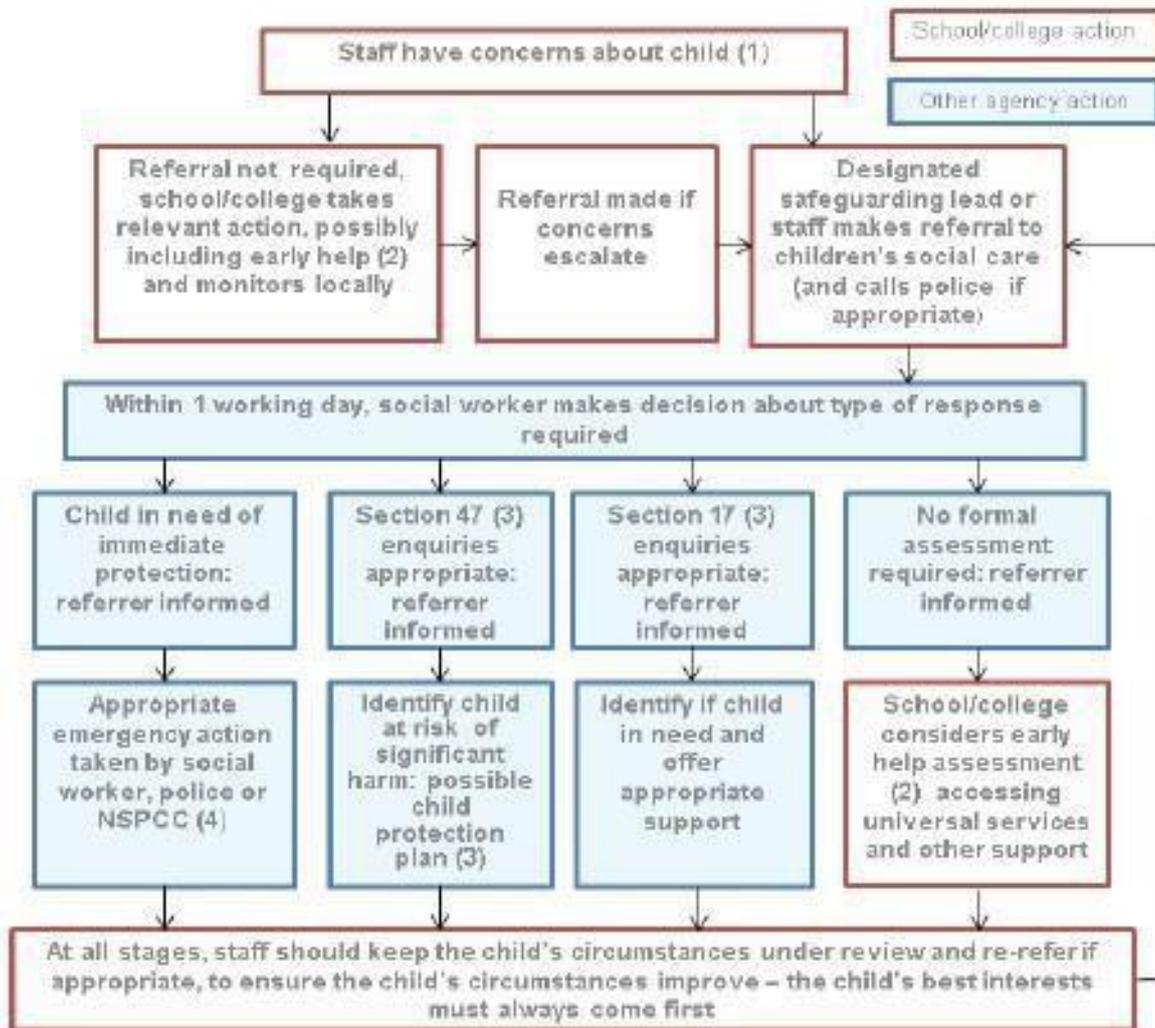
Children Missing Education Officer (Debi Momi) – Tel: 01234 228178
Bedfordshire Police 01234 841212/101 In emergency dial 999

Annex A

Flowchart- When and how to share information



Actions where there are concerns about a child



Annex C

Specific safeguarding issues

This appendix is mostly based on the advice in Keeping Children Safe in Education, in particular annex B. Annex B also includes information on further issues to be aware of, including child abduction and community safety incidents, children's involvement in the court system, children with family members in prison, county lines, modern slavery and cybercrime.

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation

- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship. CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may 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 standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- Upskirting, 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
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content. If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in section 7 of this policy, as appropriate. In particular, section 7.8 and 7.9 set out more detail about our school's approach to this type of abuse.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#) – which all parents/carers receive a letter about at the beginning of each year. Information is also included on the school's websites.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL [and deputy/deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

›

› A girl:

›

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

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.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalization

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Online Safety Policy and The Prevent Duty Policy.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur:

- Between 2 children of any age and sex
- Through a group of children sexually assaulting or sexually harassing a single child or group of children
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment 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.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again

- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

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.	<p>Pupils are taught about online safety as part of the curriculum for ICT and RSHE – Unit coverage Self care, Support and Safety.</p> <p>We also use the NSPCC Stay Safe and Speak Out Program and provide a range of Safety Themed days and weeks annually.</p>	<p>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</p>	<p>Online Safety Policy</p> <p>Acceptable Use Agreement</p>

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 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. 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.	SG Team Training annually. Whole Staff key focus training annually. 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.	There is a strong PHSE/ RSE curriculum that tackles such issues as prejudiced behaviour and 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. 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	Grange has clear procedures for responding to a report of sexual violence or sexual harassment. Through the Student Parliament we encourage young people to develop a deeper understanding acceptable behaviour and to keep themselves safe. Signposting Info for parents/Parent workshop Pupils access 1:1 Lets Talk sessions	Peer on Peer abuse policy including anti-bullying
Bullying	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.	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.	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.	Behaviour, safeguarding, and attendance information is used to identify potential bullying.	Anti-Bullying Policy

<p>Neglect and physical and emotional abuse</p> <p>Home environment/welfare</p>	<p>Due to the high levels of support pupils require, and the challenging behaviour that some can exhibit, there can be significant pressure placed on families</p>	<p>Staff are clear about the 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>Unit coverage: Managing 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>Posters and signage around 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>Child Protection 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 development of all is supported appropriately so that they can thrive. This helps build pupils' resilience to risk</p>	<p>Trained member of staff: Mental health First Aid Whole school training focus annually</p>	<p>Ongoing coverage through PSHE – 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 Regular communication with key identified families. Trained staff Mental Health leads and pupil Mental Health champions.</p>	<p>Wellbeing Policy</p> <p>Staff Wellbeing Team</p> <p>Care First Webinars/ School OT Support</p>

Operation Encompass Safeguarding Statement: Grange Academy

Our school is part of Operation Encompass.

Operation Encompass is a national police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the police will share information with our school about all police attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All school staff and Governors can undertake the online training.

Our DSL undertook training on 11.01.22

Our parents are fully aware that we are an Operation Encompass school and we ensure that when a new pupil joins our school the parents/carers are informed about Operation Encompass. The information is also shared on our school website.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information on My Concern.

As a staff we have discussed how we can support our pupils who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbook to inform our thinking.

We are aware that we must do nothing that puts the pupil or the non-abusing adult at risk.

The Safeguarding Governor and DSL will report on Operation Encompass in the termly report to Governors where necessary. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When the Head Teacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Head Teacher /Key Adults and that the new member of staff will undertake the Operation Encompass online training