



Child Protection Policy

Revised September 2020

Speen CE Combined School

***May our roots go down deep into the soil of God's love and make us strong Ephesians 3 v 17
Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith,
so all grow and flourish (spiritually, academically, socially and emotionally).***

This policy was reviewed at the beginning of September in the light of the updated Keeping Children Safe In Education 2020 national document. It is the governing body's responsibility to ensure that the policy is reviewed annually.

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1. Contacts

School contacts

Headteacher and Designated Safeguarding Lead (DSL)	Mrs J Coles
Deputy Designated Safeguarding Lead	Mrs D Hayman
Nominated Safeguarding Governor	Dr E Barrett
Chair of Governors	Mr E Barrett

Contacts in County

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

Other contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmufco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Attendance
- Behaviour
- Equality
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs)
- Photographic images
- E-Safety (including use of social media & mobile phones)
- Staff Code of Conduct
- PSHE, RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment

2. Introduction

- 2.1. At Speen we believe that a policy on child protection is founded on the right of all children to be safe and feel safe, and that it is the fundamental obligation of all schools to robustly secure this right.

This aim of this policy is to provide staff, governors and volunteers with the framework they need to keep children at Speen School safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

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

- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - Sept 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – May 2018 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)

- 2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe A of Keeping Children Safe in Education, Sept 2020**. There will be an auditable system in place to evidence this.

- 2.3. All staff are required to read and adhere to the **Staff Code of Conduct** which governs behaviours expected of them, as well as having an understanding of the **Behaviour Policy** for children and our **Attendance Policy**.
- 2.4. We recognise all staff and Governors have a full and active part to play in protecting our pupils from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in Speen.
- 2.5. All staff are required to know and understand that our school must provide a safe, caring, positive and stimulating environment that promotes the social, physical, health (including mental health) and moral development of the individual children.
- 2.6. The school recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.
- 2.7. The aims of this policy are:
- 2.7.1. To support pupils' development in ways that will foster security, confidence and resilience, free from discrimination.
- 2.7.2. To provide an environment in which children feel safe, secure, valued and [respected](#).
- 2.7.3. To ensure children feel confident that they know how to approach adults if they are in difficulties.
- 2.7.4. To ensure all teaching staff, non-teaching staff and volunteers:
- are aware of the need to safeguard and promote the wellbeing of children
 - identify the need for support early to promote well-being
 - promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire Threshold Document
 - are trained to recognise signs and indicators of potential abuse
- 2.7.5. To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- 2.7.6. To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.
- 2.7.7. To ensure Speen has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.
- 2.7.8. To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.

- 2.7.9. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.
- 2.7.10. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
- 2.7.11. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**, which stipulates their duty to report where behaviours of colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.
- 2.7.12. To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment, which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe their ethos or practice is not aligned with this policy.
- 2.7.13. This policy is published on our website www.speen-cofe.bucks.sch.uk/ and hard copies are available from the school office.

3. Responsibilities

- 3.1. All staff, visitors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Mrs J Coles (Designated Safeguarding Lead; DSL) or, in their absence, to Mrs D Hayman (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 9).
- 3.2. Staff must maintain a good working knowledge of the [Buckinghamshire Threshold Document](#) and any updates, how it can be used to safeguard and promote the wellbeing of pupils and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.
- 3.3. Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- 3.4. Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities.
- 3.5. The Governing Body understands and fulfils its safeguarding responsibilities. It must:

- 3.5.1. Ensure that the Senior Leadership team together with the DSL, create and maintain a strong, positive culture of safeguarding within the school.
 - 3.5.2. Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision (see section 4). This will be reviewed at least annually in line with changes to guidance and legislation.
 - 3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection Policy and be satisfied that it is being complied with.
 - 3.5.4. Appoint a Designated Safeguarding Lead (DSL) and at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school; they can be the DSL or can delegate that work to a member of the SLT. The SLT must report to the Headteacher on a regular basis. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.
 - 3.5.5. Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
 - 3.5.6. Ensure measures are in place for the governing body to have oversight of how the school's delivery of its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.
 - 3.5.7. Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (mandatory from Sept. 2020). Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.
 - 3.5.8. Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education, September 2020** and legislation referred to therein.
 - 3.5.9. Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.
 - 3.5.10. Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy of this report is shared with the Education Safeguarding Advisory Service within the specified time frame.
- 3.6. It is the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

- 3.7. The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- 3.8. The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:
- 3.8.1. Work with the DSL to produce the Child Protection Policy annually.
 - 3.8.2. Undertake appropriate safeguarding training, to include Prevent Training.
 - 3.8.3. Ensure child protection is, as a minimum, an annual agenda item for the Governing Body.
 - 3.8.4. Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.
 - 3.8.5. Ensure staff have due regard for the relevant data protection principles which allow them to share (and withhold) personal information under GDPR and the Data Protection Act 2018. This includes:
 - being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
 - understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
 - for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice. **The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**
- 3.9. All governors must complete safeguarding training on appointment, to also include Prevent training.
- 3.10. Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the team, including the

nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:

- 3.10.1. Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a pupil.
- 3.10.2. Ensuring children receive the right help at the right time using the Buckinghamshire Threshold Document to inform plans for support or protection (see Appendix for definitions of the categories of abuse).
- 3.10.3. Ensuring referrals to partner agencies are followed up in writing, within 24 hrs of initial contact where possible, including referrals to First Response.
- 3.10.4. Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the BSCP website.
- 3.10.5. Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:
 - the DSL must share information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy.
 - all child protection files are held separately from pupil educational records.
- 3.10.6. Maintaining the record of staff safeguarding training. Ensuring that the most up to date **Child Protection Policy** is widely available, publishing the **Safeguarding Statement** and other relevant information on the school website. Ensuring that the safeguarding team contact details are displayed in prominent areas around the school and also on the website.
- 3.10.7. Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence the DSL will ensure the Deputy DSL, or most senior member of staff, is available.
- 3.10.8. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.
- 3.10.9. During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.10.10. Contributing effectively to multi-agency working, for the safeguarding and promotion of the welfare of children, this could include:
 - participating in Strategy discussions;

- attending Child Protection Case Conferences;
 - submitting reports to the conference, which must be shared in advance with the parents/carers;
 - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved;
 - engaging fully, as requested, in any other multi-agency planning meetings;
 - contributing to the Framework for Assessments process;
 - ensuring coverage is available at all times during the year
- 3.10.11.** Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- 3.10.12.** Meeting regularly (at least once a term) with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.
- 3.10.13.** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.10.14.** Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent. [When to call the police](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

4. Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Buckinghamshire County Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children 2018**”, “**Keeping Children Safe in Education**” 2020 and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015**.

We will ensure:

- 4.1** We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- 4.2** We have member of staff (Deputy Safeguarding Lead) who will act in the DSL’s absence. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.

- 4.3** All staff and volunteers are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under "**Keeping Children Safe in Education 2020**" and the booklet "**What to do if You're Worried a Child is Being Abused**". They will have these explained, as part of their induction into the school.
- 4.4** Visitors must be:
- 4.4.1** Signed in and out of the school by school staff.
 - 4.4.2** Given a safeguarding leaflet to read, or directed to a poster informing them of how to report a concern.
 - 4.4.3** Escorted by a member of staff/representative as required.
 - 4.4.4** Given access to pupils restricted to the purpose of their visit.
- 4.5** All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.¹
- 4.6** All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.
- 4.7** All staff must follow the reporting procedures as follows when reporting any child protection concerns:
- 4.7.1** Staff must ensure the child is in a safe place and in receipt of support;
 - 4.7.2** Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
 - 4.7.3** Staff must make a written report using the school record keeping process;
 - 4.7.4** All concern forms (on green paper) are located on the Staffroom noticeboard, completed immediately, and given to the Office Manager who will ensure it is given attention by the DSL or Deputy DSL.
 - 4.7.5** Staff must ensure the time and date of the incident is recorded;
 - 4.7.6** A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - 4.7.7** Use a body map to record any injuries seen or reported by the child:
 - 4.7.8** The adult must sign and date the report giving details of their role within school;

¹ "Keeping Children Safe in Education 2020" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 3 years in between refresher training.

4.7.9 The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.

4.8 Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising.

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

4.10 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.

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

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

4.13 All staff and parents/carers are made aware of the school's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.

4.14 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. The hirer must confirm that they have safeguarding procedures in place when booking.

4.15 The school operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.

4.16 For allegations against members of staff, including volunteers, the school will follow its Allegations policy.

4.17 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Retention of Records

5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

5.2 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to

evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.

- 5.3 The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.4 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality

- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2 The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.
- 6.3 Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 6.4 All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 6.5 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

7. Dealing with a disclosure

In the event of a child disclosing abuse staff must:

- 7.1 Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- 7.2 Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- 7.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 7.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

- 7.5** Reassure the child that they did the right thing in telling someone.
- 7.6** Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 7.7** In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.
- 7.8** **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 7.9** The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- 7.10** Following a report of concerns the DSL must:
- 7.10.1** Decide whether there are sufficient grounds for suspecting significant harm, in which case an immediate referral must be made to First Response and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
- 7.10.2** Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
- 7.10.3** If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then complete the Multi Agency Referral Form (MARF) making a clear statement of:
- the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the child's family
- 7.10.4** If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.
- 7.10.5** If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. Multi-agency working

8.1 Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

8.2 New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

8.3 It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.

8.4 The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with and the expectations placed on any agencies and organisations by the arrangements.

8.5 The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

9. Supporting Staff

- 9.1** We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.
- 9.2** We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.
- 9.3** In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our school. This forms part of staff induction and is in the staff handbook. All staff are emailed the **Code of Conduct** at the start of every academic year. They are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct** annually.

10. Allegations against staff and volunteers (including Governors)

- 10.1** Governing bodies should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children. This may include if an individual has behaved / may have behaved in a way that indicates they may not be suitable to work with children (ie transferrable risk in for eg an incident outside school).

- 10.2** All school staff including supply teachers and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults (See also section 7 above). There must be no 1:1 contact between staff and pupils which is not “open to the casual observer”.
- 10.3** We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 10.4** The Headteacher/Senior Teacher will immediately discuss the content of the allegation with the Safeguarding Governor and where appropriate discuss it with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is to consider the nature, content and context of the allegation and agree a course of action.
- 10.5** The Head Teacher/Senior Teacher must:
- 10.5.1** Follow advice given by the LADO throughout an investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the workplace.
 - 10.5.2** Follow advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
 - 10.5.3** Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 10.6** If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher first.
- 10.7** The school will follow their safeguarding procedures for managing allegations against staff and volunteers, a copy of which can be requested from the school office.
- 10.8** Any suspension of the member of staff against whom an allegation has been made needs very careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 10.9** Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- 10.10** Should an individual staff member, governor or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual’s own work with children.
- 10.11** There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

11. Whistleblowing

- 11.1 We have a **Whistleblowing Policy** within the school's Personnel Handbook. Staff are required to familiarise themselves annually with this document when it is emailed to them.
- 11.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

12. Physical intervention/Positive handling

- 12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Use of Restraint Policy**.

13. Anti-Bullying

- 13.1 The Anti-Bullying policy outlines the measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

14. Discriminatory Incidents

- 14.1 In line with the **Equalities Act 2010**, our **Equality Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools'. (Due for revision).

15. Health and Safety

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 15.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. All parents/carers must be responsible for the delivery of their children to the school and collection from the school. (A taxi service and child care services are used by some parents.) Parents/carers are expected to inform the Office Manager if there is to be a change in the arrangement of collection for their child.
- 15.3 Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task.
- 15.4 Pupils who attend Breakfast Club continue into the start of the school day. At the end of the day pupils staying for after school clubs continue into this after school provision, with parents / carers collecting afterwards.

- 15.5** In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

16. Prevent Duty

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

- 16.1** We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is treated as a safeguarding matter and processes for all safeguarding matters will be applied to support children and their families where vulnerabilities are identified.
- 16.2** All school staff and governors have completed Prevent training.
- 16.3** We have in place and monitor appropriate web filtering systems so that pupils cannot view potentially extreme material.
- 16.4** Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

17. Education at home

Where children are being asked to learn online at home (currently more likely due to the covid-19 pandemic), the department has provided advice to support schools to do so safely: [safeguarding-in-schools-colleges](#)

18.E-Safety

- 18.1** All staff are aware of the school policy on **E-Safety** which sets out our expectations relating to:
- 18.1.1** Creating a safer online learning environment,
 - 18.1.2** Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
 - 18.1.3** Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sexting (youth-produced sexual imagery),
 - 18.1.4** Use of mobile technology both within school and on school trips/ outings
 - 18.1.5** Use of camera equipment, including smart phones,
 - 18.1.6** What steps to take if there are concerns and where to go for help,
 - 18.1.7** Staff use of social media and mobile phones as set out in the **Acceptable Use policy**.
- 18.2** Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or through coercion.
- 18.3** Pupils, staff and parents/carers are supported to understand the risks posed by:
- 18.3.1** the CONTENT accessed by pupils
 - 18.3.2** their CONDUCT on-line
 - 18.3.3** and who they have CONTACT with in the digital world.
- 18.4** Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our pupils.

19. Sexting

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

- 19.1** Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.
- 19.2** Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication '[Sexting in Schools and Colleges](#)' produced by the UK Council for Child Internet Safety.

- 19.3** If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. Such a report will result in an Outcome 21 record being generated by the police. We will always endeavour to speak to the parents/carers of the pupils involved prior to any report being made to the police.

20. Peer on Peer Abuse

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

- 20.1** All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as ‘banter’ or ‘just growing up’.
- 20.2** All staff recognise that peer on peer issues may include, but may not be limited to:
- 20.2.1** Bullying (including cyber bullying)
 - 20.2.2** Racial abuse
 - 20.2.3** Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
 - 20.2.4** Sexual violence and sexual harassment
 - 20.2.5** Abuse related to sexual orientation or identity
 - 20.2.6** Sexting as set out in section 17
 - 20.2.7** Initiation type violence and rituals
 - 20.2.8** Emotional abuse
- 20.3** The following will be considered when dealing with incidents:
- 20.3.1** Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
 - 20.3.2** Whether the perpetrator has previously tried to harm or intimidate pupils
 - 20.3.3** Any concerns about the intentions of the alleged perpetrator
- 20.4** In order to minimise the risk of peer on peer abuse taking place, school must:
- 20.4.1** Deliver PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
 - 20.4.2** Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
 - 20.4.3** Have systems in place for any pupil to be able to voice concerns
 - 20.4.4** Develop robust risk assessments if appropriate

20.4.5 Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

20.5 We recognise that ‘**Upskirting**’ involves taking a photograph (for sexual gratification) under an individual’s clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that ‘Upskirting’ is a criminal offence (Voyeurism Act 12 April 2019) and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

20.6 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2020** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

21. Cultural Issues

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

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

22. So Called ‘Honour’ Based Abuse

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

22.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of children abuse and a breach of children’s rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fm@fco.gov.uk

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

- 22.4** We recognise both male and female pupils may be subject to honour based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.
- 22.5** We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.
- 22.6** Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

23. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence (adult and youth), abuse and exploitation (sexual and criminal). Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

- 23.1** At Speen we recognise that pupils may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 23.2** All staff, with involvement of the DSL or Deputy as appropriate, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the pupil's welfare and safety at risk.
- 23.3** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 23.4** In such cases the individual needs and vulnerabilities of each child will be considered.

24. Children potentially at greater risk of harm

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

23.1 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. 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.

23.2 Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

23.3 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

23.4 Findings from the Children in Need review, ['Improving the educational outcomes of Children in Need of help and protection'](#) contains further information; the conclusion of the review, ['Help, protection, education'](#) sets out action Government is taking to support this.

25. Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

26. Serious Violence

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

26.2 At Speen we are aware of the risks to children and will take appropriate measures to manage any situations arising.

27. Mental Health

27.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- 27.2** Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 27.3** Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 27.4** If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.
- 27.5** The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

28. Children requiring mental health support

26.1 Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

26.2 Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

26.3 Schools can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour in schools guidance](#). Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans.

26.4 The DfE is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the Link Programme. Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

29. Use of Photography

- 29.1** We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our pupils take part in, guidelines for the use of photography at Speen is set out in our **Use of Photographic Images Policy**.

CHILD PROTECTION APPENDICES

- Appendix 1: Confidentiality statement**
- Appendix 2: Overview of procedure for dealing with suspected child abuse**
- Appendix 3: Be alert to signs of abuse**
- Appendix 4: Disclosure – summary guidelines**
- Appendix 5: Log of incident or areas of concern**
- Appendix 6: Specific safeguarding issues**
- Appendix 7: Child protection definitions**
- Appendix 8: Extremism and Radicalisation policy**
- Appendix 9: Assessment Framework for Bucks**

APPENDIX 1:

CONFIDENTIALITY STATEMENT

Staff and Governors

The Headteacher, teachers, Governors and all members of the ancillary staff cannot guarantee absolute confidentiality; the needs and well being of pupils always overrides confidentiality boundaries. “Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children”.

If any member of staff or Governor has a concern regarding the health and/or welfare of a child it is school policy to report it to the headteacher and/or in appropriate cases, the designated member of staff with responsibility for child protection.

This member of staff may, depending on the circumstances, inform the First Response Team and/or the LA Safeguarding Team in accordance with the school’s Child Protection Policy.

Should the occasion seem likely to arise, before disclosure, pupils are told that:

- I. members of staff cannot offer unconditional confidentiality,
- II. their best interests will be maintained,
- III. if confidentiality has to be broken, they will be informed first, then supported as appropriate,
- IV. only the minimum of those who ‘ need to know’ will be involved.

Pupils are encouraged regularly throughout the school to have a network (as represented on 5 digits of hand) of people who they know who;

will listen to them

they can trust,

will understand

The people on each child’s network might be parents, relatives, carers, staff and/or any other adult who fit the above criteria (people both at school and out of school).

The phone number for the confidential helpline service, Childline, is always on display throughout the school and pupils should be regularly informed of this.

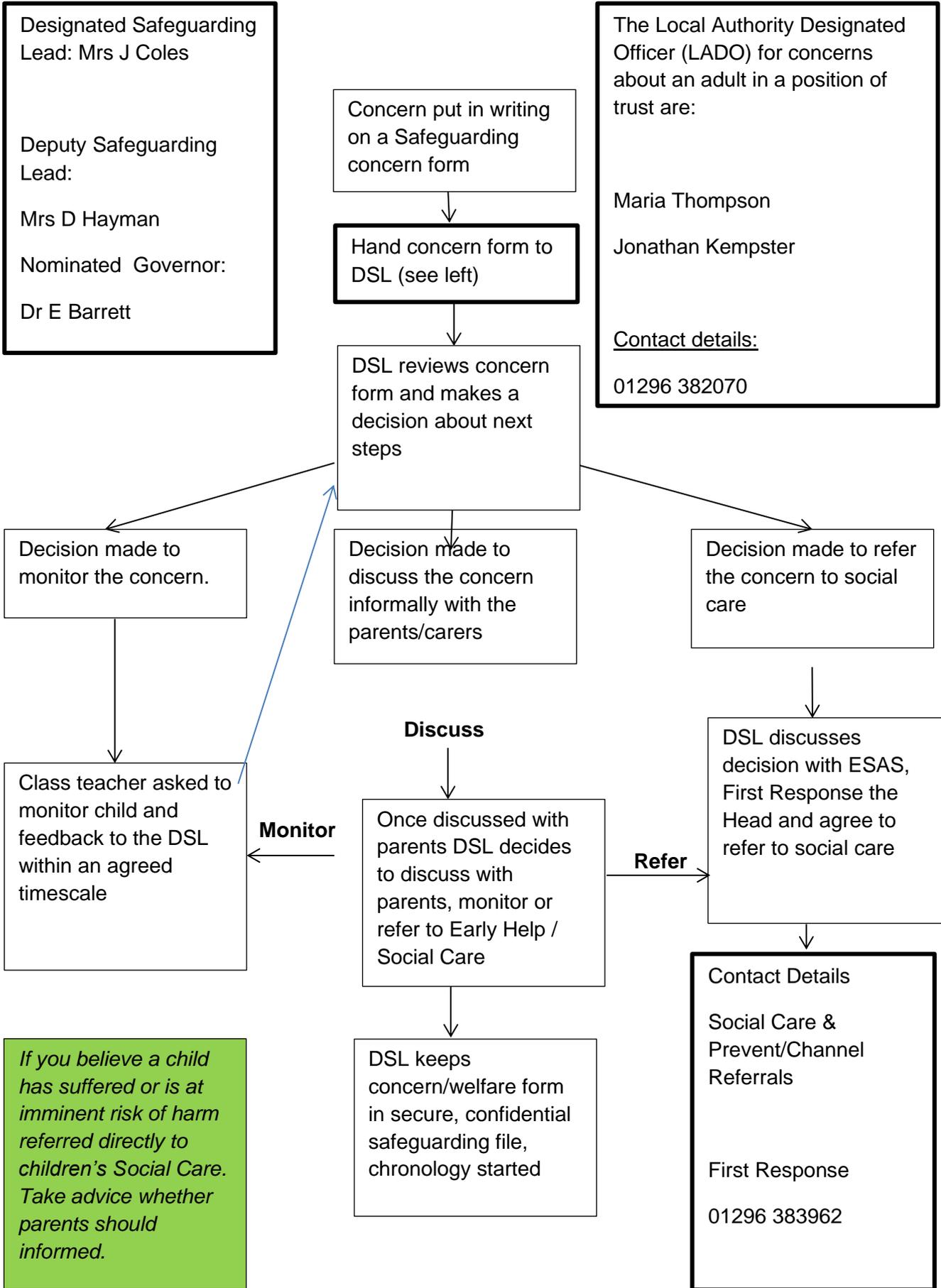
Health Professionals

Health professionals are bound by their professional codes of conduct to maintain confidentiality, although whilst working in the classroom they abide by the relevant school policies.

Outside the classroom, e.g. in a one-to-one situation with individual pupils they may receive and retain information and give advice in accordance with their professional judgement.

APPENDIX 2:

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



APPENDIX 3:

BE ALERT TO SIGNS OF ABUSE

A general definition of abuse of a child is as follows:

- making a child feel unwanted, ugly, worthless, guilty, unloved (emotional abuse)
- being physically violent to a child (physical abuse)
- exploiting a child sexually (sexual abuse)
- failing to provide the things needed for a child to grow (neglect) – omission

* If you notice an unusual pattern of behaviour developing or you suspect abuse:

Record your observations - Form (Appendix 5)

TELL THE DESIGNATED TEACHER AT ONCE

* If a child makes any odd comments or a disclosure to you:

Follow advice Sections 6-8 of full policy

TELL THE DESIGNATED TEACHER AT ONCE

Record your observations - Form (Appendix 5)

* Do not discuss incidents with anyone else.

* If you are contacted by someone outside of school, do not give any information immediately. Arrange to call them after you have spoken to the Designated Child Protection Officer (Headteacher)

* If an allegation of child abuse is made against you:

INFORM THE HEADTEACHER

INFORM YOUR UNION (if suspension is possible)

Remember to **care** for colleagues involved in child abuse cases - you do not need to have access to the details to show your support for a colleague who may be under stress

* If you have Child Protection concerns about another member of staff, talk to the Headteacher and also consult the Whistleblowing policy

APPENDIX 4

DISCLOSURE – SUMMARY GUIDELINES

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

DO listen	
DO explain as soon as possible that you may need to pass on the information	DO NOT promise confidentiality – you have a duty to tell DSL and it may be necessary to tell Social Care
DO ask Who, What, Where, When if relevant to gain a good picture whilst the child is willing to talk. TED: Tell, Explain, Describe	DO NOT ask leading questions. Do not ask any ‘Why’ questions if there could be sexual or physical abuse.
DO reassure the child – it is not his/her fault and it is right to tell	
DO accept what is being said and take what the child says seriously.	DO NOT display shock or disbelief
DO give the child space and time to talk freely. Say ‘Yes...?’ ‘And...?’ ‘Tell me about’	DO NOT make judgements or criticise
DO record details (preferably on the school’s green safeguarding form), time, date, place using the child’s exact words and note any accompanying non-verbal behaviour. Sign the disclosure form (Appendix 5) immediately afterwards. (Records could be used in court if a criminal offence)	DO NOT physically comfort / restrain unless in presence of someone else
DO explain to the child what you will do next. (Ensure that someone is identified as a support for the child.)	DO NOT make promises which may not be possible to keep e.g. ‘I’ll stay with you’ or ‘Everything will be ok now’
DO act quickly – tell the designated teacher	DO NOT involve others who don’t need to know

The safety of the child is of paramount importance

and must override **ALL** other considerations

CONFIDENTIAL

GIVE COMPLETED FORM DIRECTLY TO DESIGNATED SAFEGUARDING LEAD TO KEEP CONFIDENTIAL

RECORD STATEMENTS AND OBSERVATIONS, NOT INTERPRETATIONS
(keep it factual)

Child Protection / Welfare Concern Form (Photocopied onto green paper)

Pupil name	Date of birth	Year Group
Name and position of person completing form (please print)		
Time and Date of incident /concern: dd.mm.yy		
Incident / concern (who what where when) Also comment on child's non verbal behaviours where helpful		
Record exact words of child where possible		
Place/s on body if any marks noticed or reported:		

Any other relevant information (context of info shared, witnesses, immediate action taken)

Action/s taken by staff member

Reporting Staff Signature Date.....

Passed to DSL.....time/date.....

Action Taken by DSL

Response/ outcome

Watching brief

Child Protection concern – file opened

DSL Signature..... Date

**TELL THE DESIGNATED SAFEGUARDING LEAD NOW!
AND GIVE THEM THIS WRITTEN RECORD OF YOUR CONCERNS**

APPENDIX 6:

SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the [TES website](#) and also on its own website www.nspcc.org.uk. Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\) and child criminal exploitation \(CCE\)](#) – see also below
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see also PTO
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [Trafficking](#)

Female Genital Mutilation

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health.

UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans; an estimated 29 countries in Africa practice FGM. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.” It should be noted that women who have undergone FGM may not readily identify with this term, some will refer to “cutting” “pricking”, of being “closed” or Sunna etc. Due to the isolation of many communities, many do not understand that it is

- Illegal to perform FGM in the UK
- Illegal to assist the carrying out of FGM in the UK
- Illegal to assist a girl to carryout FGM on herself in the UK
- Illegal to assist from the UK a non-UK person to carryout FGM outside of the UK on a UK national or permanent UK resident

Schools must report to the police if they believe a child has been subject to FGM. There are a number of factors in addition to a girl’s or woman’s community, country of origin and family history that could indicate she is at risk of being subjected to FGM.

Potential risk factors may include:

- a female child is born to a woman who has undergone FGM;
- a female child has an older sibling or cousin who has undergone FGM;
- a female child’s father comes from a community known to practise FGM;
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
- a woman/family believe FGM is integral to cultural or religious identity;
- a girl/family has limited level of integration within UK community;
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law;
- a girl confides to a professional that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’;

Multi-agency statutory guidance on female genital mutilation

- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.3 for the nationalities that traditionally practise FGM);
- parents state that they or a relative will take the girl out of the country for a prolonged period;
- a parent or family member expresses concern that FGM may be carried out on the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;
- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- sections are missing from a girl’s Red book; and/or
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Remember: this is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is closely associated to when a girl reaches a particular age.

If any of these risk factors are identified professionals will need to consider what action to take. If unsure whether the level of risk requires referral at this point, professionals should discuss with their named/designated safeguarding lead.

If the risk of harm is imminent, emergency measures may be required.

Professionals should not assume that all women and girls from a particular community are supportive of, or at risk of FGM. Women who recognise that their ongoing physical and/or psychological problems are a result of having had FGM and women who are involved or highly supportive of FGM advocacy work and eradication programmes may be less likely to support or carry out FGM on their own children.

However, any woman may be under pressure from her husband, partner or other family members to allow or arrange for her daughter to undergo FGM. Wider family engagement and discussions with both parents, and potentially wider family members, may be appropriate.

Indicators that FGM May Have Already Taken Place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman receives the **care** and support she needs to deal with its effects
- enquiries can be made about other female family members who may need to be safeguarded from harm; and/or
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- a girl or woman asks for help;
- a girl or woman confides in a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- a girl or woman has difficulty walking, sitting or standing or looks uncomfortable;
- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously;
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating;
- a girl spends long periods of time away from a classroom during the day with bladder or menstrual problems;
- a girl or woman has frequent urinary, menstrual or stomach problems;
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- there are prolonged or repeated absences from school
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- a girl or woman is reluctant to undergo any medical examinations;
- a girl or woman asks for help, but is not explicit about the problem; and/or
- a girl talks about pain or discomfort between her legs.

Remember: this is not an exhaustive list of indicators.

If any of these indicators are identified professionals will need to consider what action to take. If unsure what action to take, professionals should discuss with their named/designated safeguarding lead.

Professionals subject to the mandatory reporting duty are required to report 'known' 51 cases of FGM in girls under 18 to the police

Free online FGM training by the Home Office; <http://www.safeguardingchildren.co.uk/resources/female-genital-mutilation-recognising-preventing-fgm-free-online-training/>

Appendix 7

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

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

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

Categories of Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as

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

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

Exploitation

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

Child Sexual Exploitation (CSE)

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

The definition of child exploitation is as follows:

Child exploitation is where an individual or group takes advantage of an imbalance of power to coerce, **control**, manipulate or deceive a child into a sexual **or criminal** activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or increased status of the perpetrator or facilitator and/or (c) **through violence or the threat of violence. The victim may have been sexually or criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).**

[CSE Guidance Core Document](#)

Child Criminal Exploitation (CCE)

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

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

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process

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

County Lines

As set out in the Serious Violence Strategy (see link below), published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. **Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.**

Child Criminal Exploitation

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

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

Appendix 8

SPEEN SCHOOL

EXTREMISM AND RADICALISATION POLICY

Speen is committed to identifying and dealing with extremism and radicalisation.

By 'extremism' or 'radicalism' we mean any actions or systems of ideas which may lead to violence, hatred, harassment, bullying, breaking the law or a lack of respect for other pupils or people.

At Speen we aim to counter the threat of radicalisation and extremism by:

- teaching children why violence, hatred, harassment, bullying or a lack of respect for other people is wrong
- helping children to understand:
 - the fundamental dignity² of each human being,
 - why all people are equal³,
 - why people should be valued, **respected** and treated well
 - the importance of empathy⁴
 - the importance of the rule of law
- being alert to signs of radicalism or extremism as manifested in the children's behaviour, ideas, speech or work
- where necessary, reporting signs of radicalisation or extremism to the appropriate national authority

We recognise that there are ideas and actions which may be regarded as radical or extreme but are good in terms of both their means and ends. Indeed much has been achieved in history by people who have been considered extremists and radicals.⁵ In the process of identifying and dealing with radicalism and extremism we do not wish to detract from what may be considered radical or extreme but is a force for good. As a Church of England School, we desire to encourage actions and ideas which fulfil the command to love God, to love our neighbour (charity, generosity, kindness, unselfishness, self-sacrifice etc), to love our enemies/do good to those who hate us and to work as peacemakers.

² In Christian terms the fundamental dignity of each person is based on the fact that all people are created by God in his own image

³ Again, in Christian terms, all people are equal because we are all created by God and are made in his image; our status before God is equal

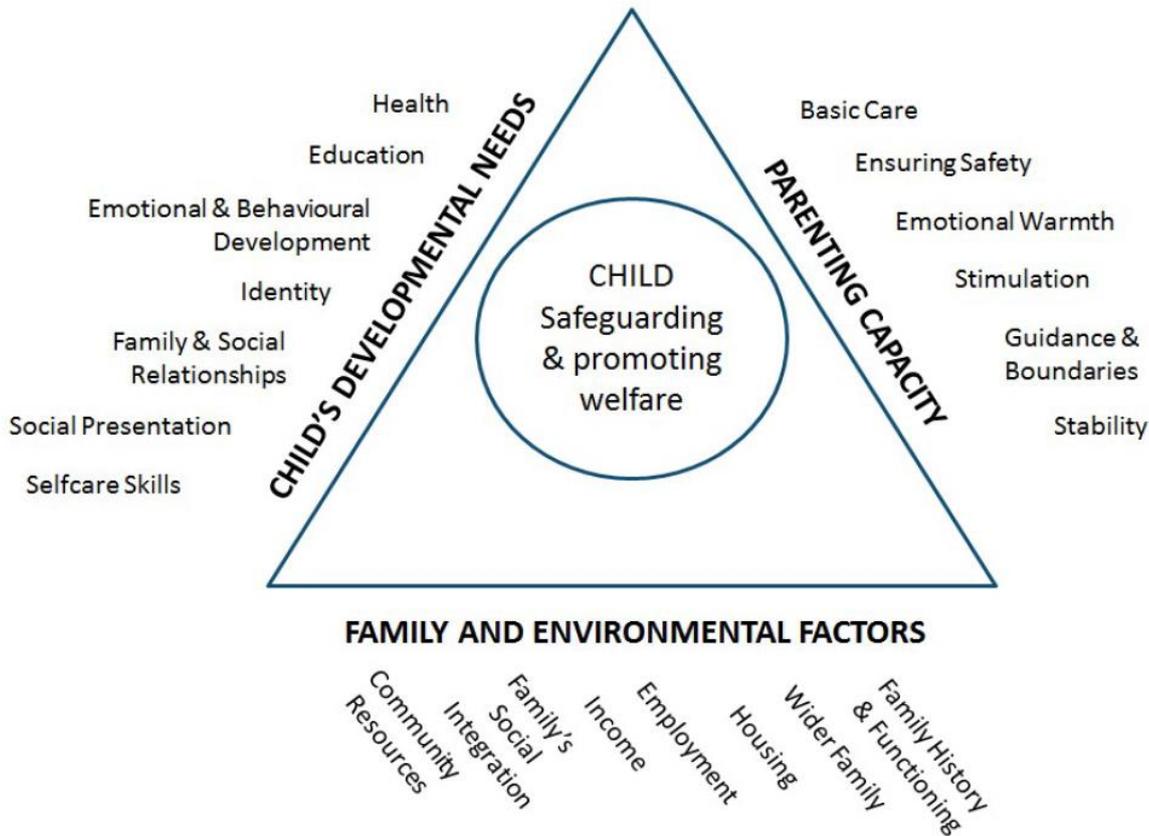
⁴ Do to others as you would have them do to you (Luke 6:31, Matthew 7:12)

⁵ For example, Martin Luther King, William Wilberforce, Ghandi and Nelson Mandela

Appendix 9

Assessment Framework

(from Working Together to Safeguard Children, July 2018)



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

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

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

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

2 1.9.20

Context

~~Covid-19 has fundamentally changed the way schools are currently operating. The majority of children and staff nationally are no longer in a school setting on a daily basis. Schools have been asked to provide care for children who are vulnerable, children whose parents are critical to the COVID-19 response and children who cannot be safely cared for at home.~~

This annex to our Child Protection policy sets out details of our safeguarding arrangements for:

1. Version control and dissemination
2. Safeguarding priority
3. Current school position
4. Safeguarding partners' advice
5. Roles and responsibilities
6. Vulnerable children
7. Increased vulnerability or risk
8. Attendance
9. Reporting concerns about children and staff
10. Safeguarding training and induction
11. Safer recruitment/volunteers and movement of staff
12. Peer on peer abuse
13. Online safety
14. New children at the school
15. Supporting children not in school

Version control and dissemination

This will be reviewed by the designated safeguarding lead (DSL) as circumstances continue to evolve or following updated DfE advice or guidance. It is available on the school website and is made available to staff on the policy portal.

~~Should the school open for emergency care, we will ensure that on any given day, all staff and volunteers in attendance will be aware of who the DSL and deputy DSL is and how staff and volunteers can to speak to them if needed.~~

Safeguarding priority

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first

- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available for contact
- no unsuitable people will be allowed to gain access to children at school
- every effort must be made to ensure children are protected when they are online.

Current school position

Speen School is currently **open** ~~shut and any key worker or vulnerable children are being cared for off site.~~

Supporting children in school

Speen School will continue to be a safe space for all children to attend and flourish. ~~Should the school reopen for emergency care, the Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.~~

The school will refer to the Government guidance for education and childcare settings and continue to follow the advice from Public Health England (PHE) on handwashing and other measures, to limit the risk of spread of COVID19.

Safeguarding partners' advice

We continue to work closely with our safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer (LADO), children's Social Care, reporting mechanisms, referral thresholds and children in need (CIN).

Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy. When the DSL or deputy DSL are not on site during all or part of the school day, we will:

- be able to access either the DSL or deputy DSL by phone or
- have access to a trained DSL or deputy DSL from another school by phone
- ensure the Bucks ESAS and MASH safeguarding phone numbers are clearly displayed on the staffroom noticeboard.

Our DSL/Headteacher will ensure that they keep informed of any up to date information, both at a local or national level, as a result of COVID-19, that will impact the welfare of all pupils and will ensure that relevant information is shared with all staff, including any staff who may be carrying out temporary duties.

The DSL/Headteacher will ensure that safeguarding files are kept up to date and any required information is shared with the relevant agencies.

Vulnerable children

Vulnerable children include:

- Children who have a social worker
- Children with Child in Need (CIN) Plans
- Children on Child Protection (CP) Plans
- Looked after children
- Young carers

- Disabled children
- Pupils with Education, Health and Care (EHC) Plans (0-25)

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. ~~Many children and young people with EHC plans can safely remain at home.~~

We will encourage our vulnerable children and young people to attend a school, including remotely if needed. If we are unable to staff our school due to illness, a place may be sought at a nearby setting.

Staff are aware of who our most vulnerable children are, and the school also have the flexibility to offer a place to those on the edge of receiving children's Social Care support. The school is also keeping in touch with vulnerable families by phone. If door step visits are considered, then these should be subject to a full risk assessment including advice on social distancing, appropriate PPE and carried out with the approval of the Headteacher.

We will continue to work with children's social workers.

Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. ~~Staff will be aware of this in setting expectations of pupils' work where they are at home. If we provide for children of critical workers or vulnerable children on site, we will ensure appropriate support is in place for them.~~ The school will circulate suggestions for supporting mental well-being via the newsletter. Our staff will seek opportunities to ascertain the mental health of pupils and will contact the DSL or deputy if they have any concerns. The government guidance [Mental health and behaviour in schools](#) may be referred to in order to support mental health issues that can bring about changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, and can be an indication of an underlying problem.

Further advice on support can be found on Bucks Schoolsweb at <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-mental-health-and-well-being/>

Attendance

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. The DfE, LA and Bucks EYFS have introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for

safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL will be informed. The DSL or deputy will attempt to contact the parents through various methods, such as telephone, email or by contacting a relative in the first instance. If contact cannot be made or if the DSL/deputy deems it necessary, we might undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff and the family are not put at risk.

Where a vulnerable child does not take up their place, we will notify their social worker.

Reporting concerns about children or staff

The importance of all staff acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures (immediately complete green sheet and notify DSL) if they have any concerns about any child.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently. If staff have concerns about a staff member or volunteer who may pose a safeguarding risk to children, they should follow usual school procedures and whistle blowing policy, contacting the DSL immediately.

Safeguarding training and induction

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive updated training.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers, we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Peer on peer abuse

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures. Our staff will remain vigilant to the signs of peer-on-peer abuse (both at school or online) and will follow the process set out in our Child Protection Policy.

We recognise that during a period of school closure **or of isolation due to covid**, children may have more frequent access to online devices, which has the potential to lead to online peer on peer abuse. These would include:

- Sexting
- Online abuse
- Peer-on-peer grooming
- Distribution of youth involved sexualised content
- Harassment

Where a school receives a report of peer on peer abuse, it will be addressed promptly and appropriately, following the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the child, parents/carers and multi-agency partners, including a report to the police, if required, to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

Online safety

It is likely that children will be using the internet far more **if increased hours are spent at home during this time**. The school will continue to remind parents through the school's newsletter, about the need to monitor internet use.

Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use at school during this time to safeguard and support children.

Our staff will follow the process for online safety set out in our Child Protection Policy. All staff are reminded to familiarise themselves with the Staff Code of Conduct and IT Acceptable Use policy.

Children and online safety away from school

Below are some things to consider when delivering virtual lessons/pre-recording videoed lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and checks of the visible background should be made before any video calls (the facility to blur/add an appropriate background can be explored)
- Where a member of staff is on their own, the contact should be recorded so that if any issues were to arise, the video can be reviewed. This will be explained to the parent and the footage kept for maximum length of a year, then deleted.
- Any live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by the Headteacher/DSL to communicate with pupils
- Staff should keep notes of the time, date and attendance of any sessions held.
- Parental consent will be obtained prior to any pupil taking part.
- Ensure that ground rules are in place for each session.
- Consider the needs of vulnerable pupils, such as SEND.

[Guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) is available which could help plan online lessons and/or activities and deliver them safely.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In the communications with parents and carers, Speen will emphasise the importance of ensuring these are safe and can be trusted to have access to children.

For any pupils who are accessing computers at school and online, school will still continue to ensure that the appropriate filters and monitoring systems are in place.

New children at the school

Children may join our school from other settings. If they do, we will seek from those settings the relevant welfare and child protection information. For looked-after children, any change in school must be led and managed by the Virtual School Head (VSH). The receiving school must be made aware of the reason the child is vulnerable and any arrangements in place to support them. For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). All medical information must be shared with the receiving school and suitable arrangements made for any children requiring medication to be administered. A risk assessment and protocol will be drawn up to cover

individual cases. Contact telephone numbers will be shared with any receiving school. Wherever possible this will take place prior to the child arriving or as soon as possible following their arrival. Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators. However, it is acknowledged this may not always be possible. Where this is the case the Headteacher/DSL will take responsibility. The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff needs to know the information.

Whilst schools must continue to have appropriate regard to data protection and GDPR this legislation does not prevent the sharing of information for the purposes of keeping children safe. School must follow the advice about information sharing that can be found at paragraphs 76-83 of KCSIE.

Supporting children not in school

The Headteacher/DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages through its newsletter and via email.