



Pioneer Secondary Academy Safeguarding and Child Protection Policy

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PSA Contact Information

Role/Agency	Name	Telephone	E-mail
Head of School	Mr H Sahota	01753662009	h.sahota@psa-bucks.com
DSL	Miss M Stone		m.stone@psa-bucks.com
Deputy DSLs	Ms S Harb [7] Mrs D Yousofian [8] Mrs N Toor [9] Ms F Ahmed [10] Mr T Wilson [11] Mr A Kilbane [13/13] Non-Teaching Mrs S Summerell Mrs N Kaur		s.harb@kpas-bucks.com d.yousofian@psa-bucks.com n.toor@psa-bucks.com f.ahmed@pas-bucks.com t.wilson@pas-bucks.com a.kilbane@psa-bucks.com s.summerell@psa-bucks.com n.kaur@psa-bucks.com
Executive principal	Mr R Vig		execprincipal@sikhacademiestrust.com
Safeguarding Trustee	Mrs J Matharu		jatinder.matharu@slough.gov.uk
PSHE / RSE Coordinator	Mrs E Day		e.day@psa-bucks.com
Looked After Children Lead	Miss M Stone		m.stone@psa-bucks.com
Multi-Agency Safeguarding Hub (MASH)	Social Care	01296383962	secure-cypfirstresponse@buckinghamshire.gov.uk
Social Care Out of Hours	Social Care	08009997677	secure-cypfirstresponse@buckinghamshire.gov.uk
Designated Officer / LADO	Ms Nicola Johnstone	01296 382070	secure-LADO@buckinghamshire.gov.uk
CME Attendance Manager		01296383098	childrenmissingeducation@buckinghamshire.gov.uk
Prevent Counter-Community Safety	Buckinghamshire Prevent Team	01296 383 962	cypfirstresponse@buckinghamshire.gov.uk
Police	Police	101 or 999	
Virtual School Head		01296387 047	thevirtualschool@buckinghamshire.gov.uk
CSE Lead			cypfirstresponse@buckinghamshire.gov.uk
NSPCC Whistleblowing Helpline	NSPCC	0800 028 0285	help@nspcc.org.uk

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1. INTRODUCTION & AIMS

Sikh Academy Trust (SAT) and Pioneer Secondary Academy (PSA) are committed to providing Safeguarding and Child Protection in order to promote the welfare of all its students. The Board of Trustees and the Local Advisory Board expect all staff and volunteers to share this commitment.

All staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children and young people. This system is described in the statutory guidance [Working Together to Safeguard Children](#).

All schools are required to have a Safeguarding and Child Protection Policy that guides the procedures and practices of staff when safeguarding children and promoting their welfare. PSA takes very seriously its duty towards all its students who have been entrusted to its care and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to.

We understand the term *Safeguarding* to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised. We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.

PSA believes that a range of other school policies are central to many aspects of the School's Safeguarding and Child Protection Policy, and this document should therefore be read in conjunction with our policies and procedures which are referenced throughout this policy.

Safeguarding and promoting the welfare of children for the purposes of this policy is defined as per [Keeping Children Safe in Education September 2022](#)

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

The definition child includes everyone under the age of 18.

Our procedures will be followed by all adults, including volunteers and agency staff, working with or on behalf of the School, through regular briefings and safeguarding guidelines documents.

The aims of this policy are to:

- ensure **everybody** working in our school understands their safeguarding responsibilities
- provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities
- ensure consistent good practice across the school
- define the responsibilities of school leaders, including Trustees, Local Advisory Boards (LABs), and all staff for Safeguarding and Child Protection

All staff, volunteers and trustees are expected to know and understand this Safeguarding and Child Protection Policy and their responsibility for implementing it. This will involve all staff who work directly or indirectly with children reading, as a minimum, Part one and Annex A of [Keeping Children Safe in Education September 2022](#).

1.1 Implementation, Monitoring & Review of the Safeguarding & Child Protection Policy

This policy will be reviewed annually by the School Governing Body [LAB]. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Headteacher, the DSL, the Trust Designated Safeguarding Lead and through staff performance measures.

1.2 Mission Statement

Pioneer Secondary Academy Safeguarding Statement

Pioneer Academy Ac is committed to safeguarding children. We believe that children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them. We expect that all staff, volunteers, outside agencies and service providers adhere to our policies and share in our commitment to safeguard all children in our care.

In delivering our safeguarding duties, we will:

- provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- identify concerns early and prevent concerns from escalating;
- establish and maintain a culture where children feel respected, secure, are encouraged to talk and are listened to when they have a worry or concern;
- establish and maintain an environment where school staff and volunteers feel well informed about Safeguarding and Child Protection and are listened to when they have concerns about the safety and wellbeing of a child;
- ensure children know that there are adults in school whom they can approach if worried and that these adults will take action to deal with what worries them;
- ensure that children who have unmet needs are supported appropriately. This could include a referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected;
- where there is a safeguarding concern, take the child's wishes and feelings into account when determining what action to take and what services to provide and ensure that there are systems in place for children to express their views and give feedback;
- when concerned about the welfare of a child, always act in the best interests of the child;
- reassure students who may be victims that their concerns or issues are being taken seriously and that they will be supported and kept safe. A pupil will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will they ever be made to feel ashamed for making a report;
- work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations;
- include opportunities across the curriculum, including within Personal, Social, Health Economic (PSHE) and Information Technology (IT), for children to be taught about safeguarding and to develop the skills they need to recognise danger, protect themselves from risks and stay safe from abuse; maintain an attitude of "it could happen here" where safeguarding is concerned
- ensure that staff feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and are familiar with the appropriate whistleblowing procedures
- maintain a culture of continuous improvement with regard to Safeguarding and Child Protection arrangements.

2. LEGISLATION & STATUTORY GUIDANCE

The Buckinghamshire Children's Safeguarding Board recognise the overriding priority of ensuring that schools and settings have effective policy and procedures in place to support Safeguarding and Child Protection. The policy and procedures must reflect the needs of children and young people and the context of the individual school.

This policy is reviewed, revised and adapted each academic year, and must also be underpinned by relevant legislation and statutory guidance. For schools, the statutory guidance is [Keeping Children Safe in Education September 2022](#) and [Working Together to Safeguard Children](#) (WTTSC 2018) the [Governance Handbook](#) and [Competency Framework](#), DFE 2017.

This policy is based on the statutory guidance [Keeping Children Safe in Education September 2022](#), departmental advice; [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#); departmental advice; [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) the procedures set out by The Buckinghamshire Children's Safeguarding Board and the following:

The Children and Social Work Act 2017;

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Statutory Guidance from the Teaching Regulation Agency
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019)
- [Children Missing Education](#) – Statutory guidance for local authorities (DfE September 2016)

We know that we cannot be complacent in respect of our collective responsibility to safeguard children and young people. We also know that risks to children and young people are never static.

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

3. DEFINITIONS & ABBREVIATIONS

All staff refers to all paid adults, volunteers or students on placement, working in any capacity

in the school or in activities organised by the school which brings them in to contact with students of the school.

Safeguarding and promoting the welfare of children means:

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

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

Child is any student under the age of 18.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. *Appendix 1 defines neglect in more detail.*

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Upskirting taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. See 9.16

SAT Sikh Academy Trust

PSA Pioneer Secondary Academy

DSL is the Designated Safeguarding Lead

KCSIE 2022 is Keeping Children Safe in Education 2022

LADO is Local Authority Designated Officer

PSHE is Personal, Social, Health Education

SENDSCO is Special Education Needs and Disabilities Coordinator

RSE is Relationships and Sex Education

4. EQUALITY STATEMENT

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

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. ROLES & RESPONSIBILITIES

Safeguarding and Child Protection is everyone's responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

5.1 Designated Safeguarding Lead (DSL)

The Board of Trustees ensures that an appropriate senior member of staff from the school leadership team is appointed to the role of DSL. The DSL takes lead responsibility for

Safeguarding and Child Protection (including online safety). This is made explicit in the role holder's job description. This person has the appropriate status and authority within the school to carry out the duties of the post. They are given the time, funding, training, resources and support to provide advice to other staff on child welfare and Child Protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.zdt

The DSL, and their deputies, are most likely to have the complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns.

All Deputy DSLs are trained to the same standard as the DSL and the role is made explicit in their job description. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for Child Protection remains with the DSL.

The DSL, Mental Health First Aider and/or Mental Health Leads will have a clear oversight of mental health issues for students and will be able to take into consideration any contextual safeguarding factors that may pose a threat to the mental health of students. The DSL will work with external partners to ensure children are escalated as appropriate and continue to access the support they need.

The DSL for Child Protection at PSA is: **Michelle Stone**

The Deputy DSLs [teaching staff] for Child Protection at PSA are:

Mr A Kilbane
Ms F Ahmed
Ms S Harb
Mrs D Yousofian
Mr Tim Wilson

All SLT are all DSL Level 3 trained.

The Deputy DSLs [non-teaching staff] for Child Protection at PSA are:

Mrs S Summerell
Mrs N Kaur

Mental Health Leads at PSA are:

Miss S Lallian
Mrs S Summerell
Mrs R Moore

5.1.2 Manage Referrals

The DSL is expected to:

- refer cases of suspected abuse to The Buckinghamshire Children's Safeguarding Board;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- inform the police (where a crime may have been committed);
- inform the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child.

The DSL is trained to understand the requirements of the Prevent duty and to provide advice to staff on protecting children from the risk of radicalisation. The DSL must also understand the mandatory reporting duty for FGM.

5.1.3 Working with Others

The DSL is expected to:

- act as a point of contact with the three safeguarding partners and work with other agencies in line with [Working together to safeguard children \(July 2018\)](#);
- refer to NPCC – When to call the Police to help understand when to consider calling the police and what to expect;
- liaise with the Headteacher to inform him of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the local authority designated officer (LADO) for Child Protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, the school nurses, the IT technicians and SENDCO on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise to all staff;
- support staff who make referrals to the Channel programme, to the police or to Children’s Social Care;
- liaise with the local authority and work with other agencies in line with [Working Together to Safeguard Children \(2018\)](#). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection plans;
- where necessary, and in liaison with the Headteacher, uses local escalation policies where the actions of other agencies have not been sufficiently timely;
- share information with appropriate staff in relation to a child’s looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- ensure s/he has details of the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The DSL should have details of the child’s social worker and the name of the Virtual School Headteacher in the authority that looks after the child. The school has a Designated Teacher for children looked after. We keep a list of children looked after by the Local Authority. We monitor their progress and wellbeing carefully.

Buckinghamshire Virtual School:
01296 387 047

thevirtualschool@buckinghamshire.gov.uk

The Designated Teacher for Children Looked After is Michelle Stone

m.stone@khalsasecondaryacademy.com

For **children that leave the school**, the DSL should:

- ensure their Child Protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as DSLs and SENDCOs, are aware as required;
- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

5.1.4 Children who are particularly vulnerable

Some children are more vulnerable to abuse and neglect and additional barriers exist when recognising abuse for some children. This increase in risk is due more to societal

attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a schooled adult or not being aware that what they are experiencing is abuse.

To ensure that all children receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Young carers
- LGBTQ+
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- Do not have English as a first language
- Looked after children

Children with SEND can also be disproportionately affected by things like bullying without outwardly showing any signs. Further information can be found in the Department's: [SEND Code of Practice 0 to 25](#) and [Supporting Students at School with Medical Conditions](#).

5.1.5 Training

The DSL (and deputies) undertake formal training, to provide them with the knowledge and the skills required to carry out the role. This training will be updated at least every two years. The DSL and deputies will also undertake Prevent awareness training.

In addition to the formal training described above, the DSL's knowledge and skills is refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to allow them to understand and keep up to date with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, including the guidance provided in The Buckinghamshire Children's Safeguarding Board referral arrangements;
- have a working knowledge of how the local authority conducts a Child Protection case conference and a Child Protection review conference and are able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's Child Protection policy and procedures, especially new and part-time staff;
- are alert to specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation GPDR 2016;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;

- be able to keep detailed, accurate, secure written records of concerns and referrals;
- be able to maintain a centralised register of all concerns and referrals, including robust and chronological records of actions taken;
- be able to ensure that all concerns and referrals are regularly monitored and reviewed, that links are made to all contextual sources of information relevant to a child's safeguarding, for example their behaviour, attendance and learning and progress, and that all decisions are recorded and actioned;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school may put in place to protect them.

PSA Deputy DSLs are trained to the same standard as the lead. The Assistant Headteachers are also trained at Safeguarding Level 3.

5.1.6 Raising Awareness

The DSL should:

- ensure this safeguarding and Child Protection policy is known, understood and used appropriately;
- ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and will work with the Board of Trustees regarding this;
- ensure this Safeguarding & Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- be able to analyse concerns and referrals for patterns, trends and gaps and other safeguarding data and identify and target training for staff or groups of staff accordingly.

5.1.7 Availability

During term time the DSL or a Deputy should always be available (during school hours), for staff to discuss any safeguarding concerns. The DSL or a Deputy are expected to be available in person during the school day. Outside the school day availability by phone or Google Meet video conferencing, for staff to discuss any safeguarding concerns, will be acceptable.

PSA Senior Leaders will ensure appropriate cover arrangements for any out of hours/out of term activities.

5.1.8 Summary of Procedures

Following a report from a member of staff, volunteer or visitor, the DSL will consider the level of need by applying the local thresholds for referral which The Buckinghamshire Children's Safeguarding Board has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare.

Using the levels of need described in The Buckinghamshire Children's Safeguarding Board documentation, the DSL will decide whether the child is in immediate danger or is at risk of harm, in which case a referral must be made without delay to Children's Social Care and the police immediately:

Buckinghamshire Multi-Agency Safeguarding Hub (MASH)
01296383962 or 08009997677 (Out of Hours)
secure-cypfirstresponse@buckinghamshire.gov.uk

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.

The DSL or Deputy should confirm any referrals in writing via a multi-agency referral form (MARF). They will clarify with the police or Children's Social Care whether the parents should be told about the referral and when and by whom.

If early help is appropriate the DSL should support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment. If early help, or other support is appropriate, the case will be kept under constant review and consideration given to a referral to Children's Social Care if the child's situation does not appear to be improving.

The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the DSL. All DSLs and Deputies must read and comply with this.

5.2 The Board of Trustees

It is the responsibility of the Board of Trustees to ensure that it complies with its duties under legislation. The Board of Trustees must also have regard to [Keeping Children Safe in Education \(2022\)](#) to ensure that the school's policies, procedures and training are effective and comply with the law at all times.

The Trust ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

Where there is a safeguarding concern, the Trust and the school leaders ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems for children to report a concern are in place, they are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Although the Board of Trustees takes collective responsibility to safeguard and promote the welfare of children and young people, there is a Lead Trustee for Safeguarding and Child Protection, who takes leadership responsibility for the school's safeguarding arrangements and champions safeguarding within the school in collaboration with the Trust DSL and school DSL.

The Lead Trustee for Safeguarding and Child Protection is: **Jatinder Matharu**

The Lead Trustee for Safeguarding and Child Protection meets the DSL at least termly in order to monitor that safeguarding arrangements are effective. The Board of Trustees has agreed that the Lead Trustee for Safeguarding and Child Protection, together with the DSL, will report to the Board of Trustees each term. They will be responsible for implementation and oversight of the following:

5.2.1 Policies

The Board of Trustees will ensure that an effective Safeguarding and Child Protection policy is in place, which describes the procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Safeguarding and Child Protection Policy should;

- describe procedures which are in accordance with government guidance;

- refer to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
- be reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt;
- be available publicly either via the school website or by other means

Other policies include;

- Child on Child Policy (Including Sexual Violence & Sexual Harassment)
- Online Safety,
- Special Educational Needs and Disabilities Policy (SEND)
- Behaviour Policy,
- Anti-Bullying Policy (including cyberbullying, prejudice-based and discriminatory bullying)
- Staff Code of Conduct which should, amongst other things, include: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- Children Missing Education policy, putting in place appropriate safeguarding arrangements to respond to children who go missing from education, particularly on repeat occasions to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of them going missing in future.

To further strengthen safeguarding procedures the school will;

- provide opportunities for staff to contribute to and shape the Safeguarding & Child Protection policy and the arrangements for safeguarding.
- where reasonably possible, hold more than one emergency contact number for each student so that the school has additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- ensure that the information we provide to the local authority, when removing a child from the school role at standard and non - standard transition points, will be in accordance with the DfE statutory guidance [children missing education](#).
- provide to all staff on induction, the school's suite of policies and procedures relevant to Safeguarding and Child Protection, along with [Keeping Children Safe in Education Part One or Annex A \(2022\)](#)
- take a proportionate, risk-based approach to the level of information provided to temporary staff and volunteers.
- ensure, through the actions of the Headteacher, that the above policies and procedures are followed by all staff.

5.2.2 Leadership of Safeguarding

The Lead Trustee for Safeguarding will ensure an appropriate senior member of staff is appointed to the role of DSL and ensure that her/his lead responsibility for Safeguarding and Child Protection is explicit in her/his job-description. The Lead Trustee for Safeguarding and Child Protection will ensure the DSL fulfils their duty of leading on the following

- Training the Deputy DSLs to the same standard as the DSL.
- The ultimate lead responsibility for Safeguarding and Child Protection, as set out in [Keeping Children Safe in Education Part One or Annex A \(2022\)](#) remains with the DSL. This responsibility should not be delegated.
- During term time, the DSL and/or a Deputy should always be available (during school hours) for staff to discuss any safeguarding concerns.
- The DSL and Deputy should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated at least every two years.
- In addition to this formal training, their knowledge and skills will be updated (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at regular intervals, and at least annually, to keep up with any developments relevant to the role.

5.2.3 Multi-Agency Working

The Trust ensures that the school contributes to multi-agency working in line with statutory guidance [Working together to safeguard children \(July 2018\)](#). The Lead Trustee for Safeguarding and Child Protection will ensure

- Senior leaders and in particular the DSL are aware and understand the school's role in safeguarding partner arrangements.
- Safeguarding partners and child death review partner arrangements are in place. The school will work with the three safeguarding partners (the local authority; a clinical commissioning group; and the chief officer of police) to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- The Board of Trustees understands the local criteria for action and the local protocol for assessment and ensures that these are reflected in the school's own policies and procedures.
- The Board of Trustees is prepared to supply information as requested by safeguarding partners.
- The school works with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection plans. The school will allow access for The Buckinghamshire Children's Safeguarding Board and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

5.2.4 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect in promoting children's welfare, including their educational outcomes. The school has clear powers to share, hold and use information for these purposes. The Board of Trustees ensures that principles and arrangements for sharing information at PSA and with safeguarding partners, other agencies and practitioners are in place.

Further guidance about the Trustees' duty and expectations with regard to information sharing is set out in this policy in section 7 (including the seven golden rules for sharing information).

The Board of Trustees has taken into account:

- [Working Together to Safeguard Children July 2018](#) (Chapter 1 - which includes a myth-busting guide to information sharing);
- [Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young people, Parents and Carers](#); and
- [The Information Commissioner's Office \(ICO\)](#) which includes ICO GDPR FAQs and guidance from the department.

5.2.5 Staff Training

- Ensuring that all staff undergo Safeguarding and Child Protection training (including online safety) at induction and as part of the whole school safeguarding curriculum. The training will be regularly updated. Induction and training will be in line with advice from the three local safeguarding partners.
- All staff should receive regular Safeguarding and Child Protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

- Ensuring all staff annually or upon their induction sign to say they have read and understood [Keeping Children Safe in Education Part One or Annex A \(2022\)](#)

In addition to this policy, all staff should read;

- the school behaviour for learning policy
- Staff Code of Conduct
- Attendance and Punctuality Policy (including CME)
- Child on Child Abuse Protocols and Guidance
- Whistleblowing Policy
- [Teachers' Standards](#) which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all students

5.2.6 Opportunities to Teach Safeguarding

The Board of Trustees recognises its responsibility to ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

- This will include covering relevant issues through Relationships Education and Relationships and Sex Education, in line with [Statutory guidance: relationships education, relationships and sex education \(RSE\) and health education](#) and through Personal, Social, Health and Economic (PSHE) education.
- The DfE has produced a one-stop page for teachers on GOV.UK, [Teaching about relationships, sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.
- Whilst it is essential that appropriate filters and monitoring systems are in place, the Board of Trustees is also concerned that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

5.2.7 Safer Recruitment

The Board of Trustees has the responsibility to prevent people who pose a risk of harm from working with children

- By adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Board of Trustees has recruitment and selection policies and procedures in place. (See PSA Safer Recruitment policy).
- In accordance with The School Staffing (England) Regulations 2009, the Board of Trustees will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The Board of Trustees regards it as vital that it has created a culture of safe recruitment and, as part of that, has adopted recruitment procedures that help deter, reject or identify people who might abuse children. The Board of Trustees has taken full account of the statutory guidance.

Further information on safer recruitment procedures can be found in **11.1 Safer Recruitment**

5.2.8 Concerns about a staff member who may pose a risk of harm to children

- Ensuring there are procedures in place to manage concerns / allegations against staff (including supply teachers and volunteers) that might indicate they would pose a risk of harm to children. Such allegations should be referred to the Buckinghamshire designated officer / LADO by the appropriate person.
- Meeting legal duties 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.

The Board of Trustees and school leaders will ensure that they have read and understand the guidance about Allegations of abuse made against teachers and other staff. This guidance

explains the duties of an employer and employee in respect of all cases in which it is alleged that a teacher or member of staff (including supply teachers and volunteers) in school has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children,

Further information on managing allegations against a member of staff can be found in **11.3 Allegations of abuse made against teachers and other staff**

The responsibilities of the Board of Trustees are set out in Part Two of Keeping Children Safe in Education (September 2022) – The management of safeguarding.

5.3 The Headteacher

The Headteacher will ensure that the policies and procedures adopted by the Board of Trustees are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.3.1 Quality Assurance

On behalf of the Board of Trustees, the Headteacher will ensure that all staff read at least Part One and Annex A of [Keeping Children Safe in Education September 2022](#)

The Headteacher will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the above guidance. This will include periodic audits of Child Protection files and records by the DSL, the Headteacher and external auditors.

The Headteacher will quality assure the effectiveness of the DSL in all aspects of their role (as defined in this policy).

The Headteacher and DSL will prepare the safeguarding annual report to the Board of Trustees to enable Trustees to review the effectiveness of Safeguarding and Child Protection arrangements and, in turn, to influence the annual review of the policy. This enables the Board of Trustees to monitor compliance and to identify areas for improvement.

The views of children, parents and carers and staff members will be sought on safeguarding and Child Protection arrangements through surveys, questionnaires and other means.

In order that all members of staff have the knowledge and skills required to fulfil their duties, PSA Senior Leaders:

- publish the names and contact details for the DSL and any Deputy DSLs;
- as part of the induction programme for all new members of staff, including newly-qualified teachers, provide Safeguarding and Child Protection training. Staff new to the school, like their established colleagues, will be expected to read and understand Part One and Annex A of [Keeping Children Safe in Education September 2022](#) and be familiar with our Safeguarding and Child Protection policy, the Staff Code of Conduct, and be familiar with the safeguarding response to children who go missing from education.

This information is held by the DSL in a centralised record for the purposes of auditing and identifying future training needs.

- PSA will ensure that staff provided by other agencies have received the required Child Protection training, commensurate with their roles, before being deployed,

- All temporary staff will be provided with appropriate Safeguarding and Child Protection induction training.
- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes.
- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the Staff Code of Conduct and Acceptable Use Policy.
- The DSL and Headteacher will provide a termly report to the Board of Trustees detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated safeguarding lead on the Board of Trustees, all members of the Board of Trustees are required to access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

5.4 All Staff

PSA staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

All staff have a responsibility to:

- Provide a safe environment in which children can learn. The Teachers' Standards state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand our schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to Children's Social Care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Reassure students who may be victims that their concerns or issues are being taken seriously and that they will be supported and kept safe. A pupil will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will they ever be made to feel ashamed for making a report

It is the responsibility of every member of staff to know and understand this Safeguarding and Child Protection policy and our safeguarding procedures. As part of staff induction when staff join the school, they will receive training in this policy and its procedures, about the role of the DSL and the Staff Code of Conduct. This training will be updated at least every year and whenever the Safeguarding and Child Protection policy is reviewed by the Board of Trustees. Staff will be provided with Part one and Annex A of Keeping Children Safe in Education (September 2022) and will be expected to read and understand it, and any updates. Staff will also be expected to know and understand Child on Child Abuse Protocols and Guidance.

All staff have a responsibility to provide a safe environment in which children can learn. In every lesson or regulated activity with children and young people staff must ensure that the children are safe physically and emotionally. All staff should minimise the opportunities for child on child abuse by challenging and reporting student conduct appropriately where this behaviour is observed. All staff are provided with training that ensures they understand what this means on a practical and day to day basis. In addition, they receive Safeguarding and Child Protection updates (for example, via email, e-bulletins, staff meetings) as required and at least annually, to underpin the relevant skills and knowledge required to safeguard children effectively.

It is the staff member's responsibility to inform the school and be pro-active if they have missed any safeguarding training or updates.

All staff should be aware and be familiar with the following policies and guidance. Where relevant all staff should ensure the implementation of the policy's procedures.

- the Safeguarding and Child Protection policy
- the Staff Code of Conduct
- the safeguarding response to Children Missing from Education
- the identity and role of the DSL.
- Teachers' professional and personal standards (qualified and un-qualified teachers)
- The 2010 Equality Act and 9 *Protected Characteristics*
- Behaviour Policy
- Whistleblowing Policy
- Child on Child Abuse Protocols and Guidance

All staff at PSA receive Safeguarding and Child Protection training which is regularly updated.

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

The indicators and signs of abuse is in [APPENDIX 1 Indicators of abuse](#).

5.4.1 Advice & Support

In line with other schools, PSA has a DSL who provides support to staff to carry out their safeguarding duties and who will liaise closely with other services such as Children's Social Care. The DSL (or a Deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or Deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local Children's Social Care as soon as is practically possible.

5.4.2 Identifying Concerns

All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the DSL or a Deputy.

Additionally, all staff should be aware of the causes and indicators of specific forms of abuse and safeguarding issues.

5.4.3 What staff should do if they have concerns about a child?

If staff have any concerns about a child's welfare, they should act on them immediately, in line with PSA's policy and procedures and should always seek advice from the DSL.

Options will then include:

- with the DSL, managing any support for the child through our own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for examples as the child might be in need, is in need or suffering or likely to suffer harm.

The DSL or a Deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL or Deputy is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team

and/or take advice from local Children's Social Care. In these circumstances, any action taken should be shared with the DSL or Deputy as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Just as all staff are accountable for reporting a safeguarding or Child Protection concern, so they are responsible for ensuring that action has been taken or following up with actions as advised by the DSL or a Deputy.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

All staff should be aware of the process for making referrals and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they may be expected to play in such assessments. It is everyone's responsibility to ensure that concerns are followed up. If you have reported a concern, you should expect to be informed about how your concern has been acted upon and what you might be required to do next. If you do not receive this information, you should be proactive in seeking it out.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded via CPOMS; the schools online safeguarding reporting software. You must record information regarding the concerns immediately and according to the school's agreed processes. The record must be a clear, precise, factual account of the observations. If in doubt about recording requirements, staff should discuss these with the DSL or Deputy. **For information on how to report and manage a disclosure, see [Section 6 DISCLOSURES AND CONCERNS](#).**

5.4.4 Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow PSA's referral processes. Staff should expect to support social workers and other agencies following any referral.

All staff should be aware of the local early help process and understand their role in it. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

If early help is appropriate, the DSL (or a Deputy) will generally lead on liaising with other agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

5.4.5 Statutory Assessments

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to Children's Social Care (and if appropriate the police) is made immediately. Referrals should follow the agreed process by Buckinghamshire Social Services.

All staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

5.4.6 Security

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within our guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge/lanyard to denote DBS/Non-DBS whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

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

All visitors must sign in on arrival and collect a lanyard and a School Information Leaflet which outlines Safeguarding and Child Protection procedures in school and how to report and concerns regarding a child/young person or another adult in school. This lanyard must be worn at all times.

YELLOW LANYARD – VISITORS WITH VERIFIED, CLEAR DBS

RED LANYARD – VISITORS WITHOUT A DBS – *accompanied by a member of staff at all times*

5.4.7 Whistleblowing: What staff should do if they have concerns about safeguarding practices within school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and

potential failures in the school safeguarding regime and know that such concerns will be taken seriously by the Senior Leaders.

Appropriate whistleblowing procedures are in place for such concerns to be raised with the school senior leaders.

If a member of staff feels unable to raise an issue with PSA, or feels that their genuine concerns are not being addressed, they should follow the Trust whistleblowing policy. In addition, there are other whistleblowing channels:

- General guidance can be found at: [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding Child Protection failures internally or have concerns about the way a concern is being handled by school. Staff can call 0800 028 0285, the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Buckinghamshire Multi-Agency Safeguarding Hub (MASH)
01296383962

Social Care Out of Hours: 08009997677

5.5 The Local Authority

5.5.1 Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

5.5.2 Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

5.5.3 What will Buckinghamshire Social Services do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.
If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL or a Deputy as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

5.5.4 Record Keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the DSL or a DDSL.

5.6 Children potentially at greater risk of harm Children who need a social worker (Child in Need and Child Protection Plans)

Children may require 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.

The local authority will share the fact a child has a social worker, and the DSL will 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 is considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

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).

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.

5.7 Ofsted Inspections

The DSL and all relevant staff will provide any required and relevant information to Ofsted inspectors to help them report whether or not arrangements for safeguarding children and learners are effective.

6. DISCLOSURES & CONCERNS

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never

promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If a child discloses a safeguarding concern to a member of staff or volunteer, the member of staff or volunteer should:

Receive:

- Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down.
- Accept what is being said without judgement.
- Take it seriously.

Reassure:

- Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously.
- Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns.
- Tell the child that you will need to tell some people, but only those whose job it is to protect children.

7. CONFIDENTIALITY & INFORMATION SHARING

7.1 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Board of Trustees ensures that principles and arrangements for sharing information at PSA and with safeguarding partners, other agencies and practitioners are in place.

The Board of Trustees has taken into account:

- [Working Together to Safeguard Children July 2018](#) (Chapter 1 – which includes a myth-busting guide to information sharing);
- [Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young people, Parents and Carers](#); and
- [The Information Commissioner's Office \(ICO\)](#) which includes ICO GDPR FAQs and guidance from the department;
- in [Data protection: toolkit for schools](#) – Guidance to support schools with data protection activity, including compliance with the GDPR.

Information sharing is vital in identifying and tackling all forms of abuse and neglect.

As part of meeting a child's needs, the Board of Trustees recognises the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school and organisations, agencies and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority Children's Social Care.

The Board of Trustees is aware that, among other obligations, the Data Protection Act 1998 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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.

The Board of Trustees will ensure that relevant staff have due regard to the data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should have a clear understanding of the processing conditions under the Data Protection Act 2018 and the GDPR 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.'

The Board of Trustees will ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. 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.

Relevant staff should not provide students' 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.

Where children leave the school, the DSL must ensure that their Child Protection file is transferred to the new school or college as soon as possible, ensuring secure transit. Confirmation of receipt should be obtained. The Child Protection file should be transferred separately from the main student file. Receiving schools and colleges should ensure key staff such as DSLs and SENDCOs or the named person with oversight for SEND in a college, are aware as required.

In addition to the Child Protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or Deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

In a case of female genital mutilation (FGM) there is a mandatory requirement for the **teacher** to report directly to the police.

The seven rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

7.2 Working with parents & other agencies to protect children

Parents/carers will be made aware of our in-school procedures in respect of taking any reasonable action to safeguard the welfare of our students. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse outlined in this policy document and contact Social Care.

In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our Safeguarding & Child Protection policy through: the school prospectus, website, newsletters etc. A safeguarding & Child Protection statement is prominent in the school foyer/reception area.

7.3 Multi-Agency Work

We will co-operate with Buckinghamshire MASH in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

In the best interests of our students, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

8. OUR ROLE IN THE PREVENTION OF ABUSE

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

8.1 The Curriculum

Relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education (RSE), online safety, online bullying, sexting, child sexual exploitation (CSE), child criminal exploitation (CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, child on child abuse and anti-bullying. In Computing lessons we deliver a curriculum that ensures compliance with the [DfE Teaching Online Safety in Schools \(July 2019\)](#). We are compliant with the new [RSE guidelines](#) that all state-funded schools must have in place by September 2021.

Relevant issues will be addressed through other areas of the curriculum for example tutor periods and assemblies.

8.2 Other Areas of Work

All our policies that address issues of power and potential harm, e.g. Anti-Bullying, Equalities, Positive Handling, Behaviour, will be linked to ensure a whole school approach. Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school.

9. OUR ROLE IN SUPPORTING CHILDREN

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

9.1 Mental Health

"At Pioneer Secondary Academy, we aim to promote positive mental health for every member of our school community. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health, by developing and implementing practical, relevant and effective procedures to promote a safe and stable environment for students and staff affected both directly and indirectly by ill mental health." **PSA Mental Health Statement**

The Trust Board and Local Advisory Board play an important role in supporting the mental health and wellbeing of students. They ensure the school has clear systems and processes in place for identifying possible mental health problems, including routes to escalate as well as clear referral and accountability systems.

The DSL, Mental Health First Aider and/or Mental Health Leads will have a clear oversight of mental health issues for students and will be able to take into consideration any contextual safeguarding factors that may pose a threat to the mental health of students. The DSL will work with external partners to ensure children are escalated as appropriate and continue to access the support they need.

All staff are made 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.

Although only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and can help identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, may encounter a lasting impact throughout childhood, adolescence and into adulthood. Staff are made aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, an immediate referral to the safeguarding team must be made.

The department has published advice and guidance [Department for Education: preventing and tackling bullying](#); [Department for Education: mental health and behaviour](#). 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 [Public Health England: promoting children's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Public Health England: Rise Above](#) for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the Safeguarding and Child Protection policy, and speaking to the DSL or a DDSL.

9.1.1 Children requiring mental health support – Kooth

PSA has access to a range of advice and support to aid in identifying those children who may require additional support in terms of their mental health. This includes working with external agencies such as Kooth. Kooth is a web based confidential support service available to young people. Kooth provides a safe and secure means of accessing mental health and wellbeing support designed specifically for young people.

9.1.3 Adolescent Suicide

Young people can be put at risk of significant harm from their own behaviour. Suicidal feelings should be treated as a **child protection issue** and trigger a similar level of response to children at risk of harm from others.

School children spend the majority of their waking hours at school: teachers and school staff have the opportunity to recognise the signs that a student might be at risk of suicide and they are best placed to respond effectively:

- o disclosures of suicidal feelings – often verbal, but also letters, suicide pacts or pieces of creative writing
- o change in sleep patterns – sleeping more or less than usual
- o change in appetite – eating more or less than usual
- o sudden mood swings – in some cases a notable uplift in mood preceded a suicide attempt
- o feelings of hopelessness, rejection or being a burden to others
- o self-neglect – often signalled by a decline in personal hygiene and appearance
- o self-harm – often through deliberate cutting, but also aggressive acts such as hitting walls
- o withdrawing from family and friends and stopping engagement with support services.

Every warning sign of suicide should be taken seriously and acted on accordingly.

Also see: [NSPCC: Suicide Learning from Serious Case Reviews](#)

[Papyrus: Save the Class of 2018](#)

9.2 Care Leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. The DSL holds the details of the local authority Personal Adviser appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

9.3 Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. School staff members must follow the Buckinghamshire LA procedure
01296383098
01296382091

childrenmissingeducation@buckinghamshire.gov.uk

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. Staff members must follow the school's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future

We will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in the [PSA Children Missing in Education Policy](#).

9.3.1 Elective Home Education

Although many home educated children have an overwhelmingly positive learning experience. Home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll. Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will work with the LA and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

9.4 Contextual Safeguarding

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

9.5 Child Sexual Exploitation & Child Criminal Exploitation

We train staff to recognise that 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.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

9.5.1 Child Sexual Exploitation including Grooming

Staff are trained to understand that Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. It can occur over time or be a one-off incident which may happen 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).

Indicators of CSE can also be indicators of CCE, such as; children who have older boyfriends or girlfriends; and children who suffer from sexually transmitted infections or become pregnant.

Grooming is when someone builds an emotional connection with a child or young person to gain their trust for the purposes of sexual abuse, sexual exploitation, trafficking or radicalisation. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know – for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified. If a child is being groomed they may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or [inappropriate sexual behaviour for their age](#).

For more information and guidance: www.nspcc.org.uk What is grooming and how to protect children

Grooming happens both online and in person. Groomers will hide their true intentions and may spend a long time gaining a child's trust. Groomers may try to gain the trust of a whole family to allow them to be left alone with a child and if they work with children they may use similar tactics with their colleagues. Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation/standing in the community
- taking them on trips, outings or holidays.

If staff have a concern about a child relating to the above, they should follow the usual PSA referral process. For grooming relating to radicalisation see -referrals to the Channel programme (see sections 9.16 and 9.17).

9.5.2 Child Criminal Exploitation including County Lines

Staff are made aware that Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child 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. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to other young people.

Staff are made aware that potential indicators of CCE may include: 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.

Staff will know that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs (primarily crack cocaine and heroin) and money from urban areas to suburban and rural areas, market and seaside towns using dedicated mobile phones or other forms of “deal line”.

Exploitation is an integral part of the county lines offending model with children exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. 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.

Key to identifying potential involvement in County Lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, County Lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
 - can affect any vulnerable adult over the age of 18 years;
 - can still be exploitation even if the activity appears consensual;
 - can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
 - can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

9.6 Trafficking of Children & Modern Day Slavery

We recognise that exploitation includes the trafficking of children and modern day slavery. Child trafficking is child abuse. It’s defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. Child trafficking is a form of modern slavery. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another. Exploitation can take many forms, such as; sexual exploitation, servitude, removal of organs, cannabis cultivation; street crime, begging and bag theft; moving drugs; forced marriage and forced labour. Further information for staff will be found here – [Modern slavery: how to identify and support victims](#). Where child exploitation or the risk of it, is suspected, frontline practitioners must notify the DSL in line with the school procedures.

9.7 Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

9.7.1 Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

9.7.2 National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

9.8 Female Genital Mutilation (FGM) mandatory reporting duty for teachers

Whilst all staff should speak to the DSL or Deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

KCSIE (2022) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Specific signs and indicators for FGM include

- Having difficulty walking, standing or sitting.

- Spending longer in the bathroom or toilet.
- Appearing quiet, anxious or depressed.
- Acting differently after an absence from school.
- Reluctance to go to the doctors or have routine medical examinations.

Any teacher who discovers that an act of FGM appears to have been carried out on a **student under 18** must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a student is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.

9.9 Breast Ironing

Breast Ironing also known as **Breast Flattening** is a practice whereby young pubescent girls usually aged between 9 – 15 years old and from practising communities have their breasts ironed, massaged and/or pounded down through the use of hard or heated objects to delay the development of the breasts or to attempt to cause the breasts to disappear entirely.

Breast Ironing is a harmful cultural practice. There is no specific law within the UK around Breast Ironing; however, it is a form of Physical Abuse.

Professionals working with children and young people must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing.

Staff must inform the Designated Safeguarding Lead immediately if there are indicators that breast ironing may have occurred.

Also see: [National FGM Centre: Breast Flattening](#)

9.10 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35–36 of which focus on the role of schools. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

9.11 Homelessness

Staff will alert the DSL of families becoming or at risk of becoming homeless, so that the DSL can refer to housing services at the earliest opportunity. Indicators for the risk of homelessness can include debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Duties introduced under The Homelessness Reduction Act 2017 shift focus to early intervention. For further information, refer to [Homeless Reduction Act Factsheets](#).

9.12 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.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or a Deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children’s Social Care.

9.13 Students on Work Experience

When organising Work Experience placements, we have procedures agreed with the Buckinghamshire Education and Business Partnership with the support of the Buckinghamshire Safeguarding Children Team. In the vast majority of placements, as the employer / employees involved will not have regular unsupervised access to young people at work, there is no need for DBS checks to take place.

DBS checks, however, must be considered when students are identified by the school as vulnerable for educational, medical, behavioural or home circumstance reasons, when the placement is long-term (lasting more than 15 days), when the placements is in a particularly isolated environment with 1:1 working or if a placement includes a residential element.

Students on all placements should regularly be made aware who they should speak to if they have a concern. They are all visited regularly by a member of staff with up to date Child Protection training.

9.14 Looked After Children & Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL has the responsibility for ensuring that staff have the skills, knowledge and understanding to keep children that are looked after safe.

In particular, the DSL must ensure that staff have the information they need in relation to a child’s looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the child’s social worker and the name of the virtual school head in the authority that looks after the child.

A previous Child Looked After potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previous Children Looked After safe. When dealing with Children Looked After and previous Children Looked After, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children who are a particularly vulnerable group.

The Board of Trustees has a responsibility to appoint a Designated Teacher and to work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the Designated Teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Board of Trustees has a responsibility to ensure that the Designated Teacher has appropriate training and the relevant qualifications and experience. Statutory guidance contains further information on The Role and Responsibilities of the Designated Teacher.

Virtual school heads manage student premium for Children that are Looked After; they receive this funding based on the latest published number of children looked after by the local authority. The Designated Teacher should work with the virtual school head to discuss how funding can be best used to support the progress of Children Looked After and meet the needs identified in the child's personal education plan. The Designated Teacher should also work with the virtual school head to promote the educational achievement of previously Children Looked After.

9.15 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of the local authority) for the care of a child under the age of 16 (18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Staff at PSA recognise the importance of identifying children that are privately fostered so their needs can be fully assessed by the local authority. We will confirm the status of every student's care arrangements on admission (or when a student's care arrangements change) and notify the local authority of any known or suspected fostering arrangement. We will remain alert to any additional needs that children placed away from their immediate families might face.

9.16 Child Abduction & Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

9.17 Child on Child Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. However, we also recognise that some students will sometimes negatively affect the learning and wellbeing of others. This is generally referred to as child on child abuse and can take many forms. Staff should be aware that it can happen both inside and outside of school and online.

This can include (but is not limited to)

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting or youth produced sexual imagery); see [Sharing nudes and semi-nudes advice for educational settings](#) for further guidance
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where students are found to negatively affect the learning and wellbeing of others their behaviour will be dealt with under the school's behaviour policy.

The Board of Trustees have the responsibility to ensure that our Safeguarding and Child Protection policy includes:

- procedures to minimise the risk of child on child abuse;
- information as to how allegations of child on child abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by child on child abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and, boys, perpetrators), but that all child on child abuse is unacceptable and will be taken seriously; and
- information as to the different forms child on child abuse can take, such as:
 - bullying (including cyberbullying);
 - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence and sexual harassment. Part five of KCSIE 2022 sets out how schools should respond to reports of sexual violence and sexual harassment;
 - upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
 - sexting (also known as youth produced sexual imagery): the policy should include the school's approach to it. The department provides [Searching Screening and Confiscation Advice](#) for schools. The UK Council for Internet Safety (UKCIS) Education Group has published [Advice for Schools and Colleges on Responding to Sexting Incidents](#); and
 - initiation/hazing type violence and rituals.

9.17.1 Role of Staff

It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. Even if there are no reports in our school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to their designated safeguarding lead (or deputy)

At PSA all staff will be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk. [Sexual Behaviours Traffic Light Tool](#) supports professionals working with children and young people by helping them to identify and respond appropriately to sexual behaviours.

All staff must understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

All staff have a responsibility of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- a zero-tolerance approach to abuse of any kind
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- being aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the [Sexual Offences Act 2003](#).

Dismissing or tolerating such behaviours risks normalising them

At PSA we specifically minimise the risk of allegations against other students by:

- Providing a developmentally appropriate syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those students identified as being at risk
- Providing targeted work for students identified as being a potential risk to other students

Allegations against other students which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, sexual violence and harassment and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a student, some of the following features will be found.

PSA understands the gendered nature of child on child abuse (it is more likely that girls will be victims and boys will be perpetrators) but all child on child abuse is unacceptable and will be taken seriously.

If the allegation:-

- Is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other students in the school
- Indicates that other students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Neglect

- 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.
- a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;

Procedure:

- When an allegation is made by a student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL (DSL) should be informed and a concern raised on CPOMS.
- The DSL will make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, the DSL will refer the case to the Multi Agency Safeguarding Hub where the police will become involved.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, the discussion and any outcome.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual behaviour/disciplinary procedures.

Where there is a safeguarding concern, the school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services

to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child.

9.18 Prevent

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

The Prevent duty should be seen as part of the school’s wider safeguarding obligations. DSLs and other senior leaders are required to familiarise themselves with the [Revised Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76 which are specifically concerned with schools (and also cover childcare). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The Department has published advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on, and access to, training resources for teachers, staff and school leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

9.19 Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#), and a Channel awareness e-learning programme is available for staff at: [Channel General Awareness](#).

The schools DSL (and the deputies) are required to be aware of local procedures for making a Channel referral. As a Channel partner, the School may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

9.20 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 is a part of the schools’ 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.
- If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek

advice appropriately with the DSL who must contact the Preventing Violent Extremism Team on 0800 789 321

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Education Safeguarding Team and the Prevent team can advise and identify local referral pathways.

For more information on how to spot signs of radicalisation can be found in [APPENDIX 2 Signs of Radicalisation](#)

9.21 Reasonable Force in Schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Staff should refer to the guidance and advice for schools in [Statutory Use of Reasonable Force in Schools July 2013](#).

9.22 Special Educational Needs & Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Board of Trustees recognises the importance of ensuring that this Safeguarding & Child Protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, PSA offers extra pastoral support for children with SEN and disabilities.

9.23 Sexting/Youth Produced Imagery

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 can be created by under 18s themselves and involves still photographs, video, and streaming. It can include consensual and non-consensual sharing of nude and semi-nude images and/or videos.** It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Staff, students 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 students themselves if they are under the age of 18.

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

If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through our 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 students involved prior to any report being made to the police.

In the latest advice for schools ([UKCCIS, 2016](#)), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

Youth produced imagery does not include the sharing of sexual photos and videos of under-18-year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'youth produced imagery' comes to your attention

- Report it to your Designated safeguarding Lead (DSL) immediately
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL
- Do not delete the imagery or ask the young person to delete it
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers
- Do not say or do anything to blame or shame any young people involved
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL

When responding to Sexting DSL's should follow [UKCCIS guidance](#)

9.24 Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff must recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the DSL, Headteacher or most senior member of staff.

9.25 Gangs & Serious Youth Violence

All staff should be aware of 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 a significant change in wellbeing, or signs of assault or unexplained injuries. 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 and may be at risk of criminal exploitation.

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a frightening idea. They might be scared about what will happen to them, their friends or their family if they leave.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools is provided in the Home Office's [Preventing youth violence and gang involvement: practical advice for schools and colleges](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

9.26 Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. **Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two.** Harmful sexual behaviour should be considered in a child protection context.

For more information see; [Think U Know: Recognising harmful sexual behaviour by young people and Brook sexual behaviours traffic light tool](#)

10. SEXUAL VIOLENCE & SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS

If an incident of sexual violence or sexual harassment occurs our school will follow the guidance set out in Part 5 of Keeping Children Safe in Education 2022 and we will use the DfE guidance [Sexual violence and harassment between children in schools and colleges](#).

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap - they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

It is important that school staff are aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence the School is referring to sexual offences under the [Sexual Offences Act 2003](#) as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the

penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. If staff are in any doubt as to what to do, they should speak to the DSL (or a Deputy).

PSA is in accordance with the statutory guidelines detailed in the ['Sexual violence and sexual harassment between children in schools and colleges'](#) (Sept 2021)

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. The designated safeguarding lead (or a deputy) should take a leading role and use their professional judgement, supported by other agencies, such as children's social care and the police as required.

Paragraph 52 and Annex A in the [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#) advice provides detailed information and links to resources.

10.1 Awareness

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- zero-tolerance of any abuse
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts
- maintaining an attitude of ‘**it could happen here**’

Dismissing or tolerating such behaviours risks normalising them

10.2 Responding to reports of sexual violence or sexual harassment

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed or a child’s own behaviour might indicate that something is wrong. If staff have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told.

The initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, should act on them immediately and speak to the designated safeguarding lead.

10.3 Effective Safeguarding Procedures

If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.

Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection.

Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children’s social care) to discuss next steps.

Staff should only share the report with those people who are necessary in order to progress it.

It is important that the victim understands what the next steps will be and who the report will be passed to.

It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.

Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse.

Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

Listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.

10.4 Making a record of the report

Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present).

However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made; only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation. Staff will need to inform the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

10.5 Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s)
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms

Risk assessments should be recorded (written or electronic) and should be kept under review

At all times, the school will be actively considering the risks posed to all our students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the school's approach to supporting and protecting their students and updating their own risk assessment.

10.6 Actions to consider following a report of sexual violence and/or sexual harassment

Following a report of sexual violence and/or harassment we will consider:

- The wishes of the victim in terms of how they want to proceed (in an age appropriate way.) This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse.
- are there ongoing risks to the victim, other children, adult students or school staff; and
- Other related issues and wider context e.g. contextual safeguarding.

10.7 Managing a Report

We will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be carefully considered. Where a report is going to be made to children's social care and/or the police, then, generally, our school will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this will not stop our school taking immediate action to safeguard our children, where required.

Our school will consider four likely scenarios when managing any reports of sexual violence and/or sexual harassment.

We will either manage the report:

1. Internally
2. Consider early help
3. Refer to social care
4. Report to the police

10.8 Safeguarding and supporting the victim

Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When ongoing support will be required, we will ask the victim if they would find it helpful to have a designated trusted adult (for example, a member of the Safeguarding Team) to talk to about their needs. The choice of any such adult should be the victim's. We will respect and support this choice.

We understand that a victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While we will avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, we will provide a physical space for victims to withdraw.

We will do everything we reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

10.9 Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and will help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

The age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.

Consider the proportionality of the response. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. We will seek advice, as appropriate, from children's social care, specialist sexual violence services and the police.

It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

10.10 Unsubstantiated, unfounded, false or malicious reports

As set out in paragraph 71 of KCSIE 2022, all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it in line with the behaviour policy.

Additional Resources:

[Childnet: Star SEND toolkit](#) Support young people with special educational needs and disabilities [Childnet: Just a Joke?](#) (for children age 9-12)

[Childnet: Step Up, Speak Out](#) (for young people age 13 – 17)

[Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation](#)

[NSPCC: Harmful sexual behaviour framework](#)

[Contextual Safeguarding Network](#)

[Keeping Children Safe in Education September 2022: Annex B](#)

[Department for Education: Sexual Violence and Sexual Harassment between Children in Schools and Colleges.pdf](#)

11. PROMOTING A SAFER SCHOOL CULTURE

11.1 Safer Recruitment

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

When appointing **new staff**, we will:

- Ensure at least one person conducting any interview for a post at the school will have undertaken safer recruitment training.
- Follow The Education and Training (Welfare of Children) Act 2021 extended provisions to providers of post 16 Education as required
- Verify their identity (best practice is to check the name on their birth certificate where available)
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated Activity means a person who will be:

- Responsible, on a regular basis in a school, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

If we have concerns about an **existing member of staff's** suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

We will obtain written notification from **any agency or third-party organisation** that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

A separate barred list checks will only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation

For **volunteers** on site, we will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment

11.1.1 European Economic Area (EEA) regulating authority teacher sanctions or restrictions

Since the 01 January 2021 the United Kingdom is no longer a member state of the European Union. From this date the TRA Teacher Services system has not maintained a list of those teachers who have been sanctioned in EEA member states. Advice about how information about a teacher's past conduct may be obtained can be found in [Keeping Children Safe in Education September 2022](#)

11.1.2 Individuals who have lived or worked outside the UK

279. Individuals who have lived or worked outside the UK must⁹⁰ undergo the same checks as all other staff in schools or colleges (set out in paragraphs 231). This includes obtaining (via the applicant) an enhanced DBS certificate (including children's barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges must⁹¹ make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. Following the UK's exit from the EU, schools and colleges should apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world

These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on [GOV.UK](#); and for teaching positions
- obtaining a letter (via the applicant) from the professional regulating authority (this is often the Department/Ministry of Education but varies across the world) in the country (or countries) in which the applicant has worked confirming that they have imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach. Applicants can find contact details of regulatory bodies in the EU/EEA and Switzerland on the [Regulated Professions database](#). Whilst the safeguarding and qualified teacher status (QTS) processes are different it is likely

that this information will be obtained from the same place therefore applicants can also contact the [UK Centre for Professional Qualifications](#) who will signpost them to the appropriate EEA regulatory body.

280. **Where available**, such evidence can be considered together with information obtained

through other pre-appointment checks to help assess their suitability.

281. **Where this information is not available** schools and colleges should seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

282. Although sanctions and restrictions imposed by another regulating authority do not prevent a person from taking up teaching positions in England, schools and colleges should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment. Further information can be

found in DfE Guidance: [Recruit teachers from overseas](#).

283. Not all countries provide criminal record information, and where they do, the nature and detail of the information provided varies from country to country. Schools and colleges should also be mindful that the criteria for disclosing offences in other countries often have a different threshold than those in the UK. The Home Office provides guidance on criminal records checks for overseas applicants which can be found on [GOV.UK](#).

284. Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England. More information about this is available [here](#). It is important to note that holding a teaching qualification (wherever it was obtained) does not provide suitable assurances for safeguarding purposes that an individual has not been found guilty of any wrongdoing or misconduct, and or is suitable to work with children. KCSIE 2022

PSA will ensure that the recruitment of any staff who have lived or worked outside the UK will only be confirmed upon successful completion of the above checks in addition to all other usual checks.

11.2 Single Central Record

Our school keeps a single central record (SCR) to demonstrate we have carried out the mandatory pre-appointment checks referred to above. It is in electronic format.

Our SCR covers:

- All staff (including supply and agency staff, and trainee teachers on salaried routes)
- All members of the proprietor body (for academies and free schools this means members and Trustees)

For each staff member we record:

- The checks that will be made
- The date these checks were made

The Trustee for Safeguarding and Child Protection meets the DSL termly in order to monitor the Single Central Record is accurate and up to date.

11.3 Allegations of Abuse made against Teachers & Other Staff

It is the duty of the Board of Trustees to ensure that there are procedures in place to handle allegations against teachers, the Headteacher, other staff, supply teachers and volunteers. Our procedures are based upon the guidance in Part four of KCSIE (Sep 2022).

If staff have safeguarding concerns, or an allegation is made about a member of staff (including themselves, supply teachers and volunteers) having;

- behaved in a way that has harmed a child or may harm a child,

- possibly having committed a criminal offence against or relating to a child,
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or,
- behaved or may have behaved in a way that indicates they may not be suitable to work with children,

then this should be referred immediately to the Headteacher;

- **Harmeet Sahota** h.sahota@khalsasecondaryacademy.com

Where there are concerns / allegations about the Headteacher, this should be referred immediately to the ex or Chair of the Trust as detailed in the Trust Whistleblowing policy.

- **Jujar Singh** sikhacademiustrust.com

The Headteacher or (where the Headteacher is the subject of an allegation) the Chair of the Board of Trustees, should discuss the allegation immediately with the LADO. The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

Local Authority Designated Officer:

01296 382070

secure-LADO@buckinghamshire.gov.uk

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the Children's Social Care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the student or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a student or student.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

11.3.1 Supply Teachers

It is possible that in some circumstances PSA will have to consider an allegation against an individual not directly employed by the school, where its disciplinary procedures would not fully apply, for example, supply teachers provided by an employment agency.

Whilst PSA is not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will PSA decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The Headteacher and The Trust

will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst the investigation takes place.

Supply agencies are required to be fully involved and to co-operate in any enquiries from the LADO, police and/or children's social services. PSA will in most circumstances take the lead because supply agencies will not have direct access to children or other school staff, so will be unable to collect the facts when an allegation is made, nor will they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by PSA, are under the supervision, direction and control of The Trust when working in the school. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the supply agency are taken into account by the school during the investigation.

When using a supply agency, PSA will inform them of our process for managing allegations. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

11.4 Allegations that may meet harms threshold

Allegations that might indicate a person would pose a risk of harm if they continue to work in their present position or in any capacity with children in a school. Examples of such concerns could include:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Low level concerns

11.4.1 Low level concerns

The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the harms threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or Trust may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

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

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language

For further information see the Managing Staff Allegations Policy

11.5 Training & Support

All members of staff have been provided with a copy of Part One of “*Keeping Children Safe in Education*” (2022) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2022. Members of staff have signed to confirm that they have read and understood Part One and Annex A.

This information is held by DSL in a single central record with all other safeguarding training.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school’s internal safeguarding processes.
- All staff members (including temporary staff) will receive induction and updated INSET training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the school’s expectations regarding safe and professional practice via the staff behaviour policy and Acceptable Use Policy.
- The DSL and Headteacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.
- All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school’s Safeguarding/Child Protection policy; the school’s safer working practice document and the school’s whistleblowing procedures.
- Designated Safeguarding staff will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The Headteacher will attend appropriate safeguarding training at least every three years.
- The Board of Trustees, in particular the Lead Trustee for Safeguarding and Child Protection will keep up to date with Government guidelines and attend specific training for their role at least every two years.

As well as KCSIE (2022) all members of staff must have read:

- Keeping Children Safe in Education (2022) [Part 1]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School’s Behaviour Policy
- What to do if you’re worried a child is being abused

All staff will undergo safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. Induction and training will be in line with advice from the three local safeguarding partners;

- In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring all staff read at least Part one, Part five and Annex A of Keeping Children Safe in Education (2022)

11.6 Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school's
- Code of Conduct/school expectations.
- Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school's online safety and Acceptable Use policies.
- The relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school.

11.7 Staff Supervision & Support

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

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

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

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

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

11.8 Children's & Parents' access to Child Protection files

Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a Child Protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in Child Protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

It is best practice to make reports available to the child or their parents unless the exceptions described above apply.

The establishment's report to the Child Protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

11.9 Archiving

The school that the student attended until statutory school leaving age (or the school where the student completed sixth form studies) is responsible for retaining any Child Protection records they may hold. The recommended retention period is 35 years from closure when there has been a referral. If no referral has been made, the Child Protection record will be retained until the child's 25th birthday, after which point the file will be deleted from our electronic system. The decision of how and where to store child protection files will be made by the school. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or Headteacher. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above.

11.10 Safe Destruction of the Student Record

Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to school or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

USE OF SCHOOL PREMISES & SECURITY

12.1 The Use of School Premises by Other Organisations

When services or activities are provided by the Trust and/or school, under the direct supervision or management of school staff, the usual arrangements for child protection will apply. However, where services or activities are provided separately by another body using the school premises, the Headteacher will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

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

12.2 Security

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

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge/lanyard to denote DBS/Non-DBS whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as

a serious concern and may result in a decision to refuse access for that individual to the school site.

13.0 ONLINE SAFETY

We recognise that children's use of the Internet is an important part of their education but that there are risks of harm associated with its use. We have Online Safety and Acceptable Use of Technology policies that address how we minimise those risks in school and teach children how to stay safe when using the internet in their lives out of school.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

We also recognise that all members of staff and volunteers must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

13.1 Online Safety in Schools

PSA will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place. Staff and students will follow our existing Behaviour Policy/Code of Conduct/IT Acceptable Use Policy.

PSA will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Responding to an online safety incident:

- 1) Preserve the evidence

Note:

- *If the incident involves the discovery of indecent images or videos of children, the police should always be contacted immediately for advice.*
- *If the incident involves unacceptable, inappropriate or potentially illegal use of schools: computer, iPad, mobile phone or camera, make sure no one else comes into contact with the equipment. Do not shut down the equipment down, but do turn the display off. Where possible lock the equipment away.*
- *Seek technical advice.*

- 2) Consider the impact of the online safety incident

If the incident is solely against the school's Acceptable Use Policy, consider applying the consequences indicated in that policy or the overarching behaviour policy.

If the incident is of a potentially criminal nature, the police should be contacted.

If the incident involves an adult, the local authority Designated Officer(s) (LADO) must be contacted for further advice (see section on "Managing allegations against staff")

13.2 Children & Online Safety away from School

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the

Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Where staff are interacting with children online, they will continue to follow our existing Behaviour Policy/Code of Conduct/IT Acceptable Use Policy.

PSA will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are the requirements needed when delivering **online lessons**:

Staff

- Live lessons to be conducted via Google Meet
- One member of staff **MUST** be present in ALL lessons, whether live or pre-recorded. (Classes may need to be grouped together to accommodate as necessary).
- No 1:1s, groups only.
- **ALL** Lessons **MUST** be recorded as soon as the staff member enters the lesson.
- **ALL** lessons must be recorded in their entirety.
- Choose a suitable venue for conducting the lesson.
- Choose a neutral background where possible.
- No personal objects, photographs to be visible.
- Make sure that it is a quiet space, with no ambient noise, and family, pets and friends are never visible during a lesson.
- Lessons to be conducted away from windows if possible.
- Ensure your standard of dress is appropriate.
- Make sure your equipment and materials are organized in advance of your lesson. Be well prepared.
- All lesson resources to be prepared and uploaded via Google Classrooms in advance of the lesson.
- Resources should be kept to a reasonable size, or the downloading may prevent the family 'getting on' with their day.
- Be strict about class times and stick to them.
- Staff should only be on screen for the minimum time required.
- Members of staff must join the lesson prior to any students.
- Members of staff must only leave the lesson after **ALL** students have exited.
- Staff must record the names of students who are present using Class Charts Attendance. (This may be asked for by a member of the Pastoral or Safeguarding teams if necessary).
- Staff to remove any student(s) not in their class and to refer their name(s) to the relevant HOS.
- All students must **Mute** their mic and **Turn Off** their camera throughout the lesson.
- Staff to ensure students comply, and to record and refer any breach to the relevant HOS as required.
- Give clear instructions.
- Maintain your presence as you would in class.
- Set appropriate boundaries and maintain the same professional standards as you would at school. Online lessons should not lead to a relaxation in staff student protocols.
- Never make inappropriate jokes or comments.
- Staff to use the live stream for written communication with students during online lessons.
- Any digital communication between staff and students should be professional in tone and content.
- Do not interrupt lessons to search for refreshments. Do not eat snacks or meals during lessons if that is going to affect the lesson quality.
- Staff must endeavour where possible to follow the school behaviour policy for any students who fail to submit work/display unacceptable online behaviour and contact the relevant Head of School.
- HOS will call parents as soon as is possible to inform them of any breach to the school behaviour policy and any sanctions that may be imposed upon the return to normal classroom lessons.

Students

- Students should choose a suitable venue to attend the lesson.
- Students should make sure that it is a quiet space, with no ambient noise, and family, pets and friends are not around to distract them.
- Students should make sure their equipment and materials are organized in advance of the lesson. Be well prepared.
- Students should ensure all lesson resources are downloaded via Google Classrooms in advance of the lesson.
- Students should not interrupt lessons to search for refreshments. Do not eat snacks or meals during lessons.
- Students **must Mute** their mic and **Turn Off** their camera prior to joining the lesson.
- Mics **must** remain muted and cameras turned off throughout the lesson.
- Students should **only** enter the lesson they are invited to.
- Students **must not** under any circumstances provide their login details to anyone else.
- Students **must not** invite any guests from outside PSA to join the lesson.
- Students **must not** forward lesson invites to other students.
- Students **must not** attempt to use a lesson invite provided by another student.
- Students should report to parents, guardians or teachers any online activity that makes them uncomfortable or is inappropriate. (The safeguarding and/or pastoral team will deal with any online issues to ensure everyone is safe and comfortable online).
- Students should treat others with respect at all times; as if they were talking to them face to face in a classroom.
- Students should use the comments box to ask questions as appropriate during the lesson.
- Students **must not** share their or others' personal information during an online lesson.
- At **no** point should students take photos, recordings or videos of teachers or other students.
- Students are aware that any breach of the above will be contradict the school behaviour policy and will be dealt with accordingly.
- Parents will be called as soon as is possible to inform them of any breach to the school behaviour policy and any sanctions that may be imposed upon the return to normal classroom lessons.

Academic Mentoring/Welfare Meetings

- Live meetings to be conducted via telephone calls or Google Meet
- Phone calls via parents' phones and in all cases make sure parents are aware and agree
- All communication is logged on CPOMS.
- Academic mentoring/welfare meetings must be 1:1 via Google Meet only, no groups.
- Only SLT, Pastoral or Safeguarding staff to conduct meetings.
- Choose a suitable venue for conducting the meeting.
- Choose a neutral background where possible.
- No personal objects, photographs to be visible.
- Make sure that it is a quiet space, with no ambient noise, and family, pets and friends are never visible during a meeting.
- Meetings to be conducted away from windows if possible.
- Ensure your standard of dress is appropriate.
- The meeting should be for the minimum time required.
- Staff must join the meeting prior to any student.
- Staff must only leave the meeting after the student has exited.
- **ALL** meetings must be recorded in their entirety.
- Ask clear questions and listen intently.
- Set appropriate boundaries and maintain the same professional standards as you would at school. Online meetings should not lead to a relaxation in staff student protocols.
- Never make inappropriate jokes or comments.
Any digital communication between staff and students should be professional in tone and content.

Staff must endeavour where possible to follow the school behaviour policy for any student who displays unacceptable online behaviour and contact the relevant Head of School.

- HOS will call parents as soon as is possible to inform them of any breach to the school behaviour policy and any sanctions that may be imposed upon the return to school.

APPENDIX 1: INDICATORS OF ABUSE

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent or carer fabricates, or induces, the symptoms of an illness in a child.

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation. Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

- Bruises on the cheeks, ears, palms, arms and feet; Bruises on the back, buttocks, tummy, hips and backs of legs; Multiple bruises in clusters, usually on the upper arms or out thighs; Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc; Large oval shaped bite marks
- Any burns which have a clear shape of an object, e.g. cigarette burn; Burns to the back of hands, feet, legs, genitals, or buttocks

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Emotional abuse is persistent and, over time, it severely damages a child's emotional development. Active emotional abuse involves an adult deliberately trying to scare, humiliate or verbally abuse a child. Passive emotional abuse happens when a parent or carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; fail to interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet the parent's own emotional needs.

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child. The following signs may indicate emotional abuse of children:

- Inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- Extreme emotional outbursts
- Regularly experiencing nightmares or sleep difficulties.
- Over-affectionate towards strangers or people they haven't known for very long
- Language and behaviour are not socially appropriate
- Struggles to control strong emotions
- Lacks social skills and has few if any friends
- Self-harms, e.g. scratching

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative (for example rape or oral sex) and non-penetrative sex such as masturbation, kissing, rubbing and touching outside of clothing; sexually exploiting a child in return of gifts, money or affection; and making, looking at and distributing indecent images of a child.

It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. (See the Child on child Policy (Including Sexual Violence & Sexual Harassment)).

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation. Signs of sexual abuse may include

Middle childhood

- Masturbating in public
- Showing adult-like sexual behaviour or knowledge
- Using toys or other objects in a sexual way
- Becoming withdrawn or very clingy
- Physical signs such as anal or vaginal soreness or an unusual discharge.

Adolescence

- Masturbating in public
- Having sexual contact with younger children or older adults
- Pregnancy when the child does not have a boyfriend
- Sexually transmitted diseases

Neglect is persistently failing to meet a child’s basic physical and/or psychological needs resulting in serious damage to their health and development. Neglect is difficult as it is hard to describe the absence of something such as love or attention (Daniel et al, 2011). In practical terms, neglect may involve a parent’s or carer’s failure to:

- Provide adequate food, clothing and shelter
- Protect the child from physical and emotional harm or danger
- Supervise the child properly
- Make sure the child receives appropriate medical care or treatment

Neglect often happens at the same time as other types of abuse (Daniel et al, 2011; Rees et al 2011).

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect. General signs of neglect for children of all age groups:

- Medical needs are not being met; not being registered with a GP; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child’s medication, e.g. asthma inhalers
- Not taking the child to see a doctor when they are ill or have been injured.

Middle childhood

- Child has poor school attendance and punctuality and is often picked up late at the end of the day
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes)
- Parents are unsupportive and uninterested in the child’s education or behaviour
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food

Adolescence

- A child is often tired at school or due to a lack of routine at home (e.g. regular bedtimes)
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

APPENDIX 2: SIGNS OF RADICALISATION

of factors	E	Online spaces / controlling, grooming behaviours by others, / isolation from family or friends / group meeting places / private meetings/new unknown friendships
	Environment	
	others, ical and de- e of es, is it atory ight, ne ation to of the d levels ety Actors)	

APPENDIX 3: LINKED POLICIES

The following or similarly named policies and procedures are relevant to Safeguarding and Child Protection:

- Administration of Medicines policy
- Attendance policy
- Behaviour Policy
- Safeguarding and Child Protection Compliance Checks
- Children Missing from Education policy and procedures
- Complaints Policy
- Data Protection policy
- Drug and Alcohol Education policy
- On-line Safety policy
- Equalities Information and Objectives (public sector equality duty) statement
- First Aid policy
- Freedom of Information policy
- Health and Safety policy and risk assessments
- ICT Acceptable Use policy

- Keeping records of Child Protection and welfare concerns protocols
- Managing Staff Allegations Policy
- Offsite Activities and Educational Visits policy and risk assessments
- Pastoral Care policy
- Child on child Policy (Including Sexual Violence & Sexual Harassment)
- Physical Education and Sports guidance
- Positive Handling and Use of Reasonable Force policy
- Premises Inspection checklist
- Prevention of Radicalisation, Extremism and Terrorism
- Personal, Social and Health Education policy
- Pupil Images policy
- Recruitment and Selection policy and procedures
- Register of students' attendance
- Safer Recruitment policy
- Sex (and Relationship Education) policy
- Special Educational Needs and Disabilities policy
- Spiritual, Moral, Social and Cultural Development policy
- Staff Code of Conduct - including Acceptable Use of Technologies, Staff/Students Relationships and Use of Social Media)
- Staff Discipline, Conduct and Grievance (procedures for addressing)
- Statement of procedures for dealing with Allegations of Abuse against Staff
- Supporting students with Medical Conditions
- Teachers' standards, Department for Education guidance available on GOV.UK website
- Whistleblowing procedures
- Work Experience handbook

APPENDIX 4: BUCKINGHAMSHIRE MASH

Buckinghamshire Multi-Agency Safeguarding Hub (MASH)
01296383962

secure-cypfirstresponse@buckinghamshire.gov.uk

Social Care Out of Hours: 08009997677

All members of staff at PSA are made aware of local support available:

What does the MASH do?

The MASH:

- Is a 'front door' to manage early help and safeguarding referrals
- Provides a secure and confidential environment for professionals to share information.
- Enables early identification of potential safeguarding concerns and facilitates access to timely and effective interventions.
- Prioritises referrals using Red, Amber & Green (RAG) rating.
- Makes sure that cases that don't meet the Threshold for Children's Social Care are picked up by other agencies as Early Help or other appropriate support.
- Where necessary, activates 'immediate response' social work services to provide protection for a child or young person(s).

Early Help and Social Care staff in the MASH will carry out a range of information checks to see what if any additional information there is in partners' files to ensure the best possible picture of the family is used to inform decisions about keeping children safe and the sort of help and support the family might need.

APPENDIX 5: NATIONAL SUPPORT

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Students

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk
- [UK Sikh helpline 08456440704](tel:08456440704)

Support for Adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour-Based Abuse

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

Sexual Abuse & CSE

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

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation & Hate

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