

Safeguarding and Child Protection Policy 2022-2023



Owned and Written by	Kelly Davies Senior Family Worker	November 2022
Approved by	The Safeguarding Team and Full Governing Body	28.11.2022
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This policy reflects the General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.

Safeguarding and Child Protection Policy

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School acknowledgement

At School, we are committed to safeguarding and child protection in line with the statutory guidance.

As required, all staff have read and understood part one of Keeping Children Safe in Education (2022).

The Designated Safeguarding Lead is: Joanne Travi

The Deputy DSL's are: Kelly Davies, Lynda McPheat, Steven Read, Gaynor Blair, Joanne Beeston and Amy Clark

The Safeguarding Governor is: Victoria Azubuine

The Prevent Single Point of Contact (SPOC) is: Steven Read

The Operation Encompass Single Point of Contacts (SPOC) are: Joanne Travi, Kelly Davies and Lynda McPheat

This Policy is reviewed annually by the schools Safeguarding Team and the Governing Body.

Local Multi Agency Safeguarding Arrangement

Note: The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and relevant agencies they deem appropriate, to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as the Local Safeguarding Children and Adults Board.

1. Rationale

At Bushmead Primary School we fully acknowledge our responsibilities for Safeguarding and Child Protection and recognise that through our day to day contact with children, school staff, regardless of their role are well placed to identify signs of risks and harm.

Having safeguards in place within an organisation not only protects and promotes the welfare of children but also enhances the confidence of staff, volunteers, parents and carers. The key elements of our policy are **prevention, protection and support**.

The Safeguarding and Child Protection Policy forms part of a selection of documents and policies within our school. This particular policy should be read in conjunction with the following documents and policies;

- Safer Recruitment
- Behaviour
- Anti-Bullying
- Online Safety
- Managing Allegations and Concerns Against Staff and Volunteers
- Code of Conduct
- Children Missing in Education
- Trips and Visits
- Inclusion
- Health and Safety
- Whistleblowing
- PSHE

The above list is not exhaustive and when undertaking development or planning of any kind the school will always consider safeguarding processes.

At Bushmead Primary School we adopt and follow the procedures established by the Luton Safeguarding Children Board (LSCB) interagency procedures. In accordance with this the school carries out a bi-annual audit of its Safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Authority Safeguarding Team.

2. Overall Aims and Objectives

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in Bushmead, built on mutual respect and shared values
- Creating an organisational culture that is safe for children
- Introducing appropriate work within the curriculum
- Encouraging children and parents to participate
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- Addressing concerns at the earliest possible stage in the least intrusive way
- Ensuring that systems are in place so that all our pupils feel safe and are protected from harm
- Informing staff, parents/carers, volunteers and governors about the schools responsibilities for safeguarding children

- Enabling everyone to have a clear understanding of how these systems/responsibilities should be carried out

At Bushmead we are committed to safeguarding and promoting the welfare of all our children and endeavour to:

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Effective Support Document for Children and Young People in Luton;
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for children
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children

3. Our Ethos

At Bushmead we endeavour to provide a nurturing environment where all children are treated with respect and dignity, taught to treat each other with respect, feel safe, secure and valued. We want children to feel they have a voice and can confidently approach staff/adults in school if they are worried or in difficulty and feel they are listened to and have been heard. We are aware that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. All staff are advised to maintain an attitude at Bushmead Primary School of 'it could happen here' where safeguarding is concerned.

We recognise that for some children school may be the only stable, secure and consistent environment in their lives and are aware that children who have been abused or are at risk of harm may find it difficult to develop a sense of self- worth or self- belief. Other children may be vulnerable due to a disability, Special Educational Need or because they are in care. We seek to provide all our children with the necessary support to keep them safe and build their self-esteem and confidence. We will ensure all children know there is an adult within school whom they can approach if they are worried or in difficulty.

We recognise that our safeguarding and child protection responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

We believe that;

- children/young people need support which matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to be supported to meet their emotional needs and social needs as well as their educational needs
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours.
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

4. Legislation

This policy reflects current legislation and guidance and has been written in accordance with the principles established by the Children Act 1989 and in line with the following;

- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE;2022)
- Working Together to Safeguard Children (DfE; 2018)
- Information Sharing (HM Govt 2018)
- What to do if you are worried a child is being abused; Advice for practitioners DfE; (2015)
- The procedures of Luton Safeguarding Children and Adults Board
- The Education Act (2002) S175/s157
- The Children Act (1989) (2004)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE; 2018)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings (2015)
- Child Sexual Exploitation: definition and guide for practitioners (DfE, 2017)
- Sexting in Schools and Colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal Exploitation of Children and Vulnerable Adults County Lines (Home Office Guidance)
- Use of Reasonable Force in Schools (DfE, 2013)
- Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies (DfE, 2017)
- Children Missing Education (DfE 2016)
- Child Missing from Home or Care (DfE Statutory Guidance)
- The Domestic Abuse Act (2021)
- Drugs (DfE and ACPO Guidance)
- Statutory Guidance on Children who Run Away or go Missing from Home or Care (DfE, 2017)
- Sexual Violence and Sexual Harrassment between children in schools and colleges (2021)

Bushmead Primary School will ensure that our safeguarding and child protection policies includes procedures for dealing with child on child abuse.

This policy applies to all staff including peripatetic and supply staff, parents/carers, governors, volunteers and visitors.

Safeguarding is a term which is broader than 'child protection' and relates to the action we take to promote the welfare of all children and protect them from harm. **The Children Act (1989) and (2004)** states that a child is anyone who has not yet reached their 18th birthday. **Safeguarding is everyone's responsibility.** Safeguarding is defined as;

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

Child Protection is defined in Working Together, DfE 2018 as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

This includes, but is not limited to safeguarding children in specific circumstances;

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth produced sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation/hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including: grooming via social networking, online gaming, video messaging	Child on Child abuse
Self- harm behaviours	Children with mental health difficulties or illness
Upskirting	Contextual/extra familiar risks

5. Key Processes, Recording Systems and Procedures

We have a clear process to follow within Bushmead when managing safeguarding and child protection concerns and concerns will be viewed alongside Luton's Effective Support model in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.

If in consultation with the Effective Support Document, the level of concern sits at a Level 2 support will be provided by us as a school as the lead professional. The Luton directory can be used to identify appropriate agencies and wider support for families. If, in consultation with the Effective Support Document, the concern sits at a Level 3, a referral will be made into the Family Partnership Service via the Multi Agency Safeguarding Hub. Additional support or advice for this work may be sought from the Family Partnership Service as a Multi-agency response.

In cases where it is not possible to obtain consent from a parent/carer the school will seek advice from the Multi Agency Safeguarding Hub.

In the event that provision of Family Partnership has not led to improvements for the child or young person, or concerns escalate, the school will follow the step up escalation procedures published by the Local Multi Agency Safeguarding Arrangements (LSCB)

In consultation with the Effective Support Document, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub.

If a member of staff or volunteer has a safeguarding concern the process to follow at Bushmead Primary School is:

- Complete a Safeguarding Incident Form our agreed online reporting form via CPOMS.
- In addition to our online reporting system, paper copies are located by the light switch in all class rooms and areas used internally and externally including huts. There is a pocket file by the light switch consisting of concern forms. These are to be used by any persons to record safeguarding concerns if they are unable to access the online version for whatever reason. Information required on the concern form is clear and includes: child's name, class, role of person with concern, time of concern and the concern. As soon as a concern form is completed it needs to be sent via CPOMS or handed to the Designated or a Deputy Designated safeguarding Lead immediately. If a concern form cannot be completed straight away the concern needs to be passed to the Designated or a Deputy Designated Safeguarding Lead verbally and then the concern form completed straight after (see Appendix 1).
- Alongside the pocket file containing white slips is a poster with photographs of the Designated and Deputy Designated Leads and includes what to do if there is a concern, (see Appendix 1).
- When passing the information/concern to the Designated/Deputy Safeguarding Lead, it will be actioned and viewed alongside the Effective Support Document in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The school also places due regard to the guidance contained in; What to do if you are worried a child is being abused, 2015.
- The action would involve a record of the concern being added to a chronology or a phone call to seek advice from the Family Partnership or Multi-Agency Safeguarding Hub (MASH). If, at any point there is a risk of immediate serious harm to a child a child protection referral will be made into the MASH immediately. (See below section: LSCB /Effective Support Document for more information).
- The person who passed on the concern will be informed of the outcome as appropriate.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.
- In the event that provision of Early intervention has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- In consultation with the Effective Support Document and local procedures, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.
- The Designated/Deputy Safeguarding Lead will use the recording/referral forms in conjunction with the LSCB interagency guidelines.
- **Induction** – Through our induction process staff are made aware of the Designated Safeguarding Lead and Deputy Safeguarding Leads, safeguarding systems within school and given details of where they can access a copy of the safeguarding and child protection policy and 'A quick guide' booklet with all the relevant information (see Appendix 1).

- Where safeguarding records exist prior to the CPOMS system being in place, these are kept in a lockable cabinet in the context of A-Z Year group files. If any involvement has been had by Social Care the child's records are transferred into an individual or family file (if necessary), again, stored in a lockable cabinet.

Luton Safeguarding Children's Board (LSCB) Thresholds Framework

All staff are made aware of the guidance issued by Luton Safeguarding Children Board surrounding the Threshold Document which is now called the Effective Support Document to ensure children secure the support and intervention needed at the earliest possible opportunity in the least intrusive way. Please click the link to access this document in its entirety; <https://lutonlscb.org.uk/public/threshold-framework/> This document is integral to safeguarding children in Luton educational establishments and will always be used to underpin decision making.

6. Dealing with a disclosure of abuse

When a child tells me about abuse he/she has suffered, what must I remember?

- Stay calm. Actively listen to the child and remember, do not communicate shock, anger or embarrassment.
- Reassure the child. Tell him/her you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure him/her that you will try to help but let the child know that you will have to tell other people in order to do this. State who this is and why.
- It is key that you avoid making promises that you cannot keep such as 'it will be alright or I'll stay with you all the time'.
- Tell the child that you believe them. Children very rarely lie about abuse; but he/she may have tried to tell others and not been heard or believed.
- Tell the child it is not his/her fault.
- Allow the child to lead the conversation and do not ask leading questions e.g. 'what did he/she do next'? **It is our role to listen, not investigate.**
- Use TEDS to support the conversation and do not ask leading questions, use TED: can you tell me, explain, describe, show me.
- Listen and remember.
- Check you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that he/she has the right to be safe and protected.
- Do not tell the child that what he/she has experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware the child may retract what he/she has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

It is not education's staff role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, and be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosures of abuse must be reported to children's Social Care without delay, by the Head Teacher/Designated/Deputy Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for adults involved. We will support staff by providing an opportunity to talk through their anxieties with the Designated or a Deputy Safeguarding Lead and to seek further support as appropriate.

7. Roles and Responsibilities

At Bushmead Primary School we emphasise the importance of 'safeguarding being everyone's responsibility' regardless of your role within our setting. This is clearly stated in 'Working Together to Safeguard Children (2018). This is expressed in our school through induction, training and day to day practice.

The Governing Body takes seriously its responsibility under section 175 of the Education Act (2002) to safeguard and promote the welfare of children and to work together with other agencies to ensure measures are in place within our school to identify, assess and support those children who are at risk of or maybe suffering abuse. Abuse is defined in Safeguarding Children in Education (2014) as 'a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children'.

It is key that we maintain a child centred approach where the child remains our focus and action taken is in the best interests of the child.

The Governing Body of the school will;

Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2022 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times

The Governing body will ensure that:

- They comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2022 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.
- 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 development.
- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. This includes providing a co-ordinated 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 provides an appropriate safeguarding response in accordance with the Luton LSCB Effective Support Document in order to safeguard children.
- The school provides a Child on Child abuse policy if they do not choose to adopt the local authority model policy.
- Procedures are in place within the safeguarding and child protection policy to minimise Child on Child abuse and these are well understood across all staff.
- The school will complete regular updated safeguarding training, including online safety training and ensure that children are taught about safeguarding and online safety.
- Safeguarding training for staff, including online safety training, is considered as a whole school approach to safeguarding and curriculum planning.
- Online safety is considered with increasing work online, which poses concerns around potentially harmful and inappropriate online material. Governing Bodies will ensure that appropriate filters and monitoring systems are in place.

- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and previously looked after children.
- The schools safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Luton however live outside of Luton.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015.
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Luton Borough Council.
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- That the Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented.
- The school has a staff behaviour policy (code of conduct) which should amongst other things include - staff/child relationships and communications including the use of social media and other online platforms.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service, LADO and NCTL as the teaching professional body where appropriate.
 - The school operates "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2022.
 - The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2022.
 - The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Leads.
 - That any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2022.
 - The Designated Safeguarding Lead and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the Designated Safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.
 - The Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2022 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.

- All training will incorporate safeguarding children in a specific circumstance which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse. The training will ensure that Child on Child abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truanting and youth generated sexualised imagery increases risks of harm to children. In addition the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children.
- The school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- Our school and Governing Body understand that within alternative provisions, children may have complex needs and may have an additional risk of harm (see further information via [Alternative provision - DfE Statutory Guidance](#))
- That the curriculum is delivered in such a way to include educating children about how to stay safe which will include Relationships and Sex Education (RSE), online safety and broader safeguarding messages within PSHE
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.
- The Governing Body reviews its policies/procedures annually (further details on specific policies are cited in KCSIE 2022).
- The Nominated Governor for safeguarding/child protection at the school is Victoria Azubuine who is responsible for liaising with the Head Teacher, Designated Safeguarding Lead and Deputies as appropriate over all matters regarding safeguarding/child protection issues. The role is strategic rather than operational, they will not be involved in concerns about individual children.
- Governing Bodies and proprietors will ensure that appropriate policies are in place in order for appropriate action to be taken in a timely manner to support children's welfare.
- Ensure a member of the Governing Body, usually the chair, is nominated to liaise with the Designated Officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher, the principal of a college or proprietor or member of Governing Body of an independent school.

The Head Teacher of Bushmead Primary School will ensure that:

- Policies and procedures adopted by the Governing Body are implemented and followed by all staff.
- The Safeguarding and Child Protection policy is checked and updated regularly in line with current legislation and practices.
- A list of all staff and volunteers and their safeguarding training dates is maintained.

- Staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and such concerns are addressed in a timely manner in accordance with agreed policies.
- Sufficient resources and times are allocated to enable the Safeguarding Lead and Deputies to discharge their responsibilities, including taking part in strategy meetings, child protection meetings and other inter-agency meetings, and contributing to the assessment of children.

The Designated Safeguarding Lead

Our Designated Safeguarding Lead at Bushmead is a member of the Senior Leadership Team; Ms Joanne Travi; Headteacher and takes lead responsibility for coordinating all child protection activity within the school. Ms Travi will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the Family Partnership Service, Children's Social Care, Health, Police etc. Ms Travi has the lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Leads:

Mr Steve Read; Deputy Headteacher

Mrs Kelly Davies; Senior Family Worker

Mrs Lynda McPheat; Family Worker

Mrs Gaynor Blair; Assistant Headteacher

Mrs Joanne Beeston; Family Worker with responsibility for attendance

Miss Amy Clark; Inclusion Manager

The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.

In the absence of the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads the following staff would be consulted:

Mr Kieron Leech – Assistant Headteacher

Mrs Helen Scarrott – Assistant Headteacher

Mrs Daniella Toyer - Assistant Headteacher

- When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the Effective Support Document and initiate a response accordingly. This may include providing a single agency early help response, undertaking effective support or Graded Care profile 2 or referral to Children's Social Care for a statutory social work assessment. The Headteacher will be kept apprised of cases as appropriate.
- The Safeguarding Lead and Deputies will refer to the Model Setting Concern Process if a concern becomes apparent regarding a child. Please see Appendix 11 for more information.
- The Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- The Designated Safeguarding Lead and Deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2018), the NSPCC - when to call Police should help the Designated Lead understand when they should consider calling the Police and what to expect if they do so.
- The Designated Safeguarding Lead will refer cases to the Police where a crime may have been committed. Designated Safeguarding Leads will report appropriate incidents irrespective of whether or not the individual concerned wants to pursue it as there have been increased cases of them not doing it.

- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- Liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child
- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- The Designated Safeguarding Lead/Deputy will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family.
- The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child that has had any Social Care involvement. Family files may be held in specific circumstances for example in cases where the same family have siblings with different surnames which may lead to a whole picture of a situation being missed.
- The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated/Deputy Designated Safeguarding Leads will be restricted, and a written record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead/Deputy will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.
- The Designated Safeguarding Lead will ensure that for best practice, case load supervision occurs regularly to identify next steps and escalation, in order to provide the best outcomes for children.
- The Designated Safeguarding Lead/Deputy will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances advice will be sought from Children's Social Care.
- If a child moves from our school, the Designated Safeguarding Lead/Deputy will ensure safeguarding records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.
- If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is permanently excluded and moves to a Pupil Referral Unit or Alternative Learning Provision, safeguarding/child protection records will be forwarded on to the relevant organisation.
- If a child is being removed from our school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Elective Home Education Team.

- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder – this exchange should be recorded as part of the incoming role holder's induction/performance management.
- In exceptional circumstances when a face to face handover is unfeasible, the Head teacher will ensure that the new post holder is fully conversant with all procedures and case files.

8. Expectations

All staff includes all teaching and non-teaching staff, volunteers and others working in school.

All staff will;

- Be familiar with this safeguarding and child protection policy and implement this consistently in the course of their work with children and young people.
- Be aware of the role and identity of the Designated Safeguarding Lead and Deputies for the school.
- Read and sign to acknowledge part one; safeguarding information for all staff, from the statutory guidance 'Keeping Children Safe in Education' (2022).
- Read and sign the school safeguarding and child protection policy, code of conduct and any other relevant policies e.g. social networking.
- Sign to say that they have received and accessed relevant training.
- All staff will receive single agency foundation training. This will be regularly updated at a minimum of three yearly intervals. The Designated Safeguarding Lead together with the named Deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two yearly intervals.
- In addition to the above, all staff will receive annual safeguarding updates which may include; E Learning, circulation of information and guidance internally, staff meetings and inset training. The subject/topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.
- Be subject to safer recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans.
- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by LSCB.
- Maintain an attitude of 'it could happen here'.
- Be aware of the safeguarding systems within our school for reporting and recording concerns and how to respond to a disclosure.
- Deal with a disclosure of abuse from a child in line with schools guidance (see section in policy 'responding to a disclosure').
- Attend appropriate safeguarding training accessed through the LSCB or provided and organised by the school.

- Be aware that to safeguard children, they have a duty to share information with the Designated/Deputy Designated Leads.
- Undertake referrals of child protection concern to Children's Services in the absence of the Designated Lead or Deputies and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to.
- Be alert to signs and indicators of safeguarding concerns and possible abuse (see Appendix 2).

9. Operation Encompass

At School, we are working in partnership with Luton Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally and locally, this scheme is called Operation Encompass. In order to achieve this, the Police will share police information with the Nominated Relay SPOC of all domestic incidents where one of our pupils has been affected. This is sent prior to the child or children arriving at school the following day. This ensures the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

All information sharing and resulting actions will be undertaken in accordance with the 'LBC Protocol for Domestic Abuse – Notifications to Schools'. We will record and store this information in accordance with the record keeping procedures outlined in this policy.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate the Police and/or schools should make a referral to Children's Social Care if they are concerned about a child's welfare.

We have an information sharing agreement in place with Bedfordshire Police for Operations Encompass.

We will receive Missing Persons notifications should a child go missing, in line with the addition to Operation Encompass.

10. A Safer School Culture

The culture of Bushmead Primary School is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead / Head Teacher when concerns relate to an adult.

Our school has a culture of listening to, and hearing the voice of the child.

11. Inspection

- From July 2021, Ofsted's inspections of early years, schools and post – 16 provision will be carried out under: Ofsted's Education Inspection Framework.
- Bushmead Primary School is aware of the new inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.
- The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding procedures. ISI has a published framework which informs how they inspect at Independent Schools Inspectorate.

12. Safer Recruitment and Selection

- Our school pays full regard to 'Keeping Children Safe in Education' (DfE; 2022). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions and EEA regulating authorities. For best practice the name on the birth certificate should be checked. Our school acknowledges that S128 checks should be completed on governors. A section 128 would prohibit someone from:
 - Serving as a governor of a maintained school
 - Holding a management position in an independent school, academy or free school as an employee
 - Becoming a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school or;
 - Becoming a governor on any governing Body in an independent school, academy or free school that retains or has been delegated any management responsibilities
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.
 - Human Resources, Administration & Office Manager, Joanne Travi; Head Teacher, Steve Read; Deputy Head Teacher, Ian Ward; Chair of Governors, Greg Logan; Vice Chair of Governors and Emma Sentinella; Parent Governor have all undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.
 - As a school we have decided to carry out online searches for shortlisted candidates as part of due diligence in our recruitment process, (as per KCSIE, paragraph 220). The searches are conducted by our Head Teacher and Business Manager and will be recorded. The process will be consistent, transparent and fair and reflected within the Safer Recruitment Policy.

13. The Curriculum and support

At Bushmead we acknowledge preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harrassment.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme is fully inclusive and developed to be age and stage of development appropriate (especially in considering the needs of children with SEND and other vulnerabilities).

This program will tackle at an age appropriate stage issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to; sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

14. Children with Additional Needs

At Bushmead we recognise that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health, or substance abuse or has returned home to their family from care.

We have an Inclusion Team within school where any concerns regarding additional needs/support can be raised. The Inclusion Team includes our Head Teacher (DSL) Inclusion Manager, SEN Teacher, Designated Teacher for Looked After Children (LAC), Family Workers (DDSL) of whom one has responsibility for attendance, (DDSL) The Inclusion Team meets on a fortnightly basis where concerns raised by staff are discussed and any actions are identified.

We ensure that assessments and referrals are made to support a child with additional needs at the earliest opportunity.

We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities, medical or physical health conditions.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties managing or reporting these challenges;
- cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or Deputies) and the SENCO or the named person with oversight for SEND.

At Bushmead we will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

If at Bushmead we are considering suspensions, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a Child Protection Plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.

Where a parent/carers has expressed their intention to remove a child from school with a view to educating at home, we work together with the Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. We will do this 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 had a Social Worker.

In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

15. Children who are lesbian, gay, bi or trans (LGBT)

At Bushmead Primary School we recognise that whilst the fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm, children who are LGBT can be targeted by other children.

A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

As a school we will endeavour to reduce barriers faced by children who are LGBT and will provide a safe space for them to speak out or share their concerns with members of staff.

16. Safeguarding Children in Specific Circumstances: Children who are Vulnerable to Extremism

Bushmead Primary School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. At Bushmead it is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Understand the referral processes in place within Luton should a Prevent concern arise.
- At Bushmead Primary School we value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is the fundamental British values We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4. A Prevent risk assessment can be completed in Appendix 11.

Risk reduction

- The school Governors, the Head Teacher and the Designated and Deputy Designated Safeguarding Leads will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. In addition, the school

Prevent Action Plan template may be used to demonstrate how the Prevent duty is being fulfilled. Please refer to Appendix 11. This risk assessment will be reviewed as part of the bi-annual s175 return that is monitored by the Local Authority and the local Multi Agency Safeguarding arrangements.

- In accordance with the Prevent Duty, Mr Steve Read is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC who is also a Deputy Designated Safeguarding Lead and to the Designated Lead. Concerns must be recorded using the school's safeguarding recording systems via CPOMS or a concern form (white slip).
- If a child or young person is thought to be at risk of radicalisation, a referral will be made using the National Prevent Referral Form which shall be sent directly to the Police.
- Initial advice may be sought from the Channel Team or the Multi Agency Safeguarding Hub. A referral will be made to the Multi Agency Safeguarding Hub, and, if advised, information will be shared with the Channel Panel.
- In all cases, in accordance with advice provided from the Channel team or Multi Agency Safeguarding Hub, we will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- If we are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Multi Agency Safeguarding Hub (MASH).

16.1 Safeguarding Children in Specific Circumstances: Female Genital Mutilation/Forced Marriage/Modern Day Slavery

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A (1) employed or engaged to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If we are concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.
- Further information regarding FGM can be found in (appendix 4) and please refer to [Pan Bedfordshire Practice Guidance for practitioners on Female Genital Mutilation \(FGM\)](#)
- A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

- The Anti-social, Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry, this includes:
 - Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
 - Marrying someone who lacks the mental capacity to consent to marriage (whether they're pressured to or not)
 - Breaching a Forced Marriage Protection Order.
 - Further multi-agency statutory guidance for dealing with forced marriage can be found here: [The right to choose: government guidance on forced marriage.](#)
- Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol). Modern slavery crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.
- Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of Human Trafficking

There are several broad categories of exploitation linked to Human Trafficking, including:

- Sexual Exploitation
- Forced Labour
- Domestic Servitude
- Organ Harvesting
- Child Related Crimes such as Child Sexual Exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced Marriage and Illegal Adoption (if other constituent elements are present)

16.2 Safeguarding Children in Specific Circumstances: Child on Child abuse

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

All staff, but especially the DSL and DDSL's should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familiar harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual abuse including harassment and exploitation, domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

At Bushmead Primary School we recognise that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that child on child abuse can take many different forms such as:

- o Cyber-bullying
- o Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as Youth Produced Sexual Imagery)
- o Consensual and non-consensual sharing of nudes and semi nudes images or videos (also known as sexting or youth produced sexual imagery).
- o Sexual assault
- o Sexual violence or harassment

- o Upskirting. This is an illegal offence 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.
- o Sexually harmful or problematic behaviour
- o Gang initiation or hazing type violence. 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)
- o harassing messages and misogynistic messages
- o the non-consensual sharing of indecent images
- o the sharing of abusive images and pornography, to those who do not want to receive such content

As a school we understand that even if there are no reports 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 the Designated Safeguarding Lead or a Deputy.

Staff should be clear as to the schools policy and procedures with regards to child on child abuse and the role they have to play in preventing it. We as a school will identify the indicators of child on child abuse and will respond where we believe a child may be at risk from it.

Bushmead Primary School understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in well-being or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.

Contextual safeguarding/extra-familial risk as referenced in KCSIE (2022) highlights that *'assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's Social Care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process'*.

Contextual Safeguarding can also be known as 'risk outside the home' (Working Together 2018)

Bushmead Primary School has an understanding of contextual safeguarding and will make a referral in the first instance if apparent.

As a school we have adopted a Child on Child Abuse Policy which outlines the actions school will take in responding to reports of Child on Child abuse.

We manage the use of mobile and smart technology on the premises and reflect this in the behaviour/child protection policy.

As a school we carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers the risks to children.

'Report Abuse in Education' (NSPCC helpline) is still available. Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

For more information on peer on peer abuse see (appendix 7)

16.3 Safeguarding Children in Specific Circumstances: Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as the Brook Traffic Light Tool can be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive/s the right support at the right time either via the Family Partnership Service or a referral to Children's Social Care.
- In school we follow Keeping Children Safe in Education Guidance (DfE, 2022) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours Strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children.
- We will seek specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.
- All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- In all cases of child on child abuse we will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the Effective Support Model within Luton. Where necessary, our school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures. Consideration will be applied to violence in young people's relationships.
- When necessary, the schools Behaviour and Child on Child Abuse policy will be invoked, and any sanctions applied will be consistent with these procedures.
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police.

16.4 Safeguarding Children in Specific Circumstances: Gang related violence (Contextual/Extra Familial Risk)

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of these environments.

All staff, but especially the Designated Safeguarding Lead and Deputies should consider whether children are at risk of exploitation or abuse outside of 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, and criminal exploitation.

At school we are aware of indicators that may signal children are involved in serious violent crime. Staff recognise these may include:

- Increased absences from school
- A change in friendships or groups (friendships with older children or groups).
- A decline in performance
- Changes to wellbeing or signs of self-harm
- Unexplained injuries

- Unexplained gifts and possessions (this may indicate they have been approached by individuals associated with gangs).

As a school we identify risk factors associated with children that have been permanently excluded from school. Further advice regarding youth violence is provided in the [Home Office's Preventing youth violence](#) and gang involvement and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

- At Bushmead Primary School we recognise the risks posed to children in relation to involvement in gang related activity which may be street gangs, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation or territorial violence with other gangs or other harm suffered whilst committing a crime. In addition children may experience violence as part of an initiation or hazing practices.
- We understand that a referral can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an appropriate response/referral to the Family Partnership Service.
- If information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the Multi Agency Gang Panel (MAGPAN) in accordance with Local procedures as part of the safeguarding response.
(Please see Appendix 6 for more information on risk indicators for gang involvement.)
- We understand the process of completing a Multi Agency Submission Form which highlights broader concerns contextually occurring outside of the child's home.

16.5 Safeguarding Children in Specific Circumstances: Youth Generated Sexualised imagery

Bushmead Primary School recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.

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 nudes and semi-nude images and/or videos can be signs that children are at risk.

In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:

- o The incident should be reported to the Designated/Deputy Safeguarding Lead as soon as possible.
- o The Designated/Deputy Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff.
- o There should be subsequent interviews with the young people involved (if appropriate).
- o Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

- o At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- An immediate referral will be made to the Police and Social care in the following circumstances:
 - o The incident involves an adult
 - o There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 - o the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - o The imagery involves sexual acts and any pupil in the imagery is under 13 years of age
 - o There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
- If none of the above applies the school may choose to deal with the incident without involving Bedfordshire police or Children's Social Care. This will usually be the case where the Designated/Deputy Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren
- The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice : [Searching, Screening and Confiscation advice](#)
- Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated/Deputy Safeguarding Lead will respond to an incident based on what they have been told about the imagery.
- All incidents will be recorded.

More information is available in Appendix 5.

16.6 Safeguarding Children in specific circumstances: Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology (DfE 2022)

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

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or 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.

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, however professionals 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.

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

In school we recognise that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators.

The school recognises that there are various 'models' of CSE which include but not limited to:

Gangs and groups	Boyfriend/Girlfriend model
Peer on Peer	Familial
Online	Abuse of authority

- Where concerns are identified in relation to Child Sexual Exploitation the Luton Effective Support Document will be consulted in order to ensure the child receives support at the earliest possible opportunity.

- A multi agency response via the Family Partnership Service/MASH may be initiated in response to a referral. Where parental consent cannot be obtained, advice will be sought from the Multi Agency Safeguarding Hub.
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Advice will be sought to establish if a National Referral Mechanism is appropriate.
- In all cases intelligence will be shared with Bedfordshire Police using the Multi Agency Sharing form which will also be copied to the Multi Agency Safeguarding Hub (MASH).

(See appendix 2 for more information regarding CSE)

16.7 Children in specific circumstances

- Further guidance in relation to safeguarding children in specific circumstances can be located on the Bedford Borough, Central Bedfordshire & Luton Safeguarding Children Boards procedures website.

17. Mental Health

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

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is vital that staff are aware of how these experiences can impact on children's mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following our safeguarding and child protection policy including a discussion with the Designated Safeguarding Lead or Deputy and with any appropriate internal and external professionals.

Our school will access a range of advice to help identify children in need of extra mental health support. This includes working with external agencies as described in [Preventing and Tackling Bullying](#)

18. Homelessness

At Bushmead Primary School we recognise that being homeless or at risk of becoming homeless presents a real risk to a child's welfare.

- The Designated Safeguarding Lead/Deputies are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
- We recognise that whilst in most cases school staff will be considering homelessness in the context of children who live with their families, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's Services will be the lead agency for these young people and the Designated Safeguarding Lead (or Deputy) should ensure

appropriate referrals are made based on the child's circumstances. It is important Primary School staff are aware of this in relation to older siblings and other relatives.

- Staff are aware of the indicators that a family may be at risk of homelessness, to include: household debt, rent arrears, domestic abuse and anti-social behaviour as well as the family being asked to leave a property.
- Referrals and/or discussion with the Local Housing Authority will be progressed as appropriate but will not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.
- The Local Authority has a legal duty to address concerns under the Homelessness Reduction Act 2017. The focus is early intervention and to encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

18.1 Domestic Abuse

- Staff are aware of The Domestic Abuse Act 2021 which introduced the first statutory definition of domestic abuse and recognises that children can be victims of domestic abuse; they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (as below). All of which can have a detrimental and long term impact on their health, well-being, development and ability to learn.
- Staff will continue to develop their understanding of domestic abuse and how 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.
- Staff are aware exposure 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.
- As a school we recognise that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour and can include; emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse.
- Staff understand that anyone can be a victim of domestic abuse regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.
- Types of domestic abuse include intimate partner violence, abuse by ex-partners, family members, teenage relationship abuse and adolescent to parent violence.
- Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under the age of 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.
- 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.

19. Cybercrime

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- Unauthorised access to computers (illegal 'hacking'), for example, accessing a schools computer network to look for test paper answers or change grades awarded; Denial of Service (DoS or DDoS) attacks or 'booting' - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; making, supplying or obtaining malware such as viruses, with the intent to commit further offences.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputies) should consider referring into the Cyber Choices programme. This is a Nationwide Police Programme supported by the Home Office and led by the National Crime Agency which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

Additional advice can be found at : [Cyber Choices](#)

20. Involving parents/carers

- A copy of the Safeguarding and Child Protection policy can be accessed on our website for parents/carers. A hard copy is also available on request.
- Throughout the academic year we have several families join us. As part of this process a tour/virtual tour of the school is conducted, during the tour parents/carers will be signposted to our school website where copies of policies can be found.
- Parents/carers play an important role in protecting their children from harm. Throughout the school year relevant information is shared with parents/carers to support them in safeguarding their children e.g. online safety. This is distributed via our parentmail (email) system, the school website and schools social networking pages and during parents information evenings where possible.

In general, we will discuss any safeguarding and child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated/Deputy Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

21. Multi-agency working

- We understand our role in the three safeguarding partner arrangements. Governing Bodies, proprietors and the senior leadership team, especially the Designated/Deputy Safeguarding Leads, will make themselves aware of and follow their local arrangements.
- We work in partnership with other agencies in the best interests of the children. Where necessary we will liaise with the School Nurse, initiate an effective support strategy, and make referrals to children's Social Care. Referrals and contacts should be made by the Designated/Deputy Designated Safeguarding Lead to either the Family Partnership Service, or the Multi Agency Safeguarding Hub depending on the level of

need. Where the child already has a Social Worker, the request for service will go immediately to the Social Worker involved, or in their absence to their Team Manager or Duty Social Worker.

- We will cooperate with any Child Protection enquiries conducted by Children's Social Care: the school will ensure representation at appropriate inter-agency meetings such as team around the family meetings, initial and review child protection conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the Multi Agency Safeguarding Arrangements (LSCB) interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child is subject to an Inter-agency Child Protection Plan, Child in Need Plan or Family Partnership Plan, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as the Multi Agency Risk Assessment Conference (MARAC), the Multi Agency Gang Panel (MAGPAN) OR CHANNEL the school will contribute to such arrangements.

22. Responding to an Allegation or Concern About a Member of Staff

- The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances
- These procedures should be used in any case in which it is alleged that a member of staff including supply staff, governor, visiting professional or volunteer 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 in a way that indicates s/he may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children
- Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.
- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people **immediately**.
- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher, Ms Joanne Travi, unless the concern relates to the Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Governors. Concerns must be reported directly to the Local Authority Designated Officer (LADO) in Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Head Teacher is not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

The LADO in Luton can be contacted on 01582 548069.

- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day

- The school will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2022) and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered.
- Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is engaged in teaching work, the school will, in accordance with published guidance from the Department for Education, consider whether a referral to the Teaching Regulation Agency (TRA) should be made.
- The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2022) with regard to record keeping, confidentiality, references and compromise or settlement agreements.
- If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the school's behaviour policy.

The school has appropriate policies and processes in place to manage and record any such concerns that do not meet the harm threshold and take appropriate action to safeguard children. (Please refer to Appendix 13 for further information).

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing procedures of the school.

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 their school or college. Staff can call 0800 028 0285 the line is available from 8am to 8pm Monday to Friday and email – help@nspcc.org.uk . Please click here for information on the NSPCC website. (More information is available in Appendix 8)

Key Contacts

Internal Safeguarding Team; all can be reached on 01582 725387

Ms Joanne Travi – Head Teacher/DSL

Mr Steven Read – Deputy Head Teacher/SPOC Lead

Mrs Kelly Davies – Senior Family Worker/DDSL

Mrs Lynda McPheat – Family Worker/DDSL

Mrs Gaynor Blair – Assistant Head Teacher/DDSL

Mrs Joanne Beeston – Family Worker -Responsibility for attendance

Miss Amy Clark - Inclusion Manager

Mrs Victoria Azubuine – Governor with responsibility for Safeguarding Children can be reached via the following email address: vazubuine@bushmeadprimaryschool.co.uk

Mr Ian Ward – Chair of Governors

In the event of the Designated Lead/Deputy Designated Leads being absent please seek advice from one of our Assistant Head Teachers;

Mrs Helen Scarrott, Mrs Daniella Toyer or Mr Keiron Leech

External contacts

Multi Agency Safeguarding Hub (MASH) – 01582 547653

Family Partnership - 01582 547653

Emergency Duty Team (EDT) – 0300 3008123

Public Protection Support Team – 01234 846960

Local Authority Designated Officer (LADO) – 01582 548069

The NSPCC whistle-blowing helpline – 0800 028 0285

Appendices

Appendix 1

Safeguarding Concern Form (paper copy)

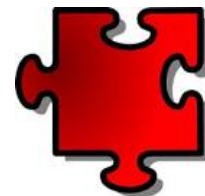


Name of Child:	D.O.B
Class:	Date:
Time:	
Name of Person Making Referral:	
Role (e.g. teacher, midday supervisor...):	
<p>Concern...please include all relevant information, concise and specific and written in pen. If appropriate, complete body map on reverse of this form.</p>	

1. Please hand this form to the Designated/Deputy Designated Lead for Safeguarding immediately.
2. Discuss the concern with the Designated/Deputy Designated Lead Person.
3. Agreed Actions:

Print Name and Sign (Designated Lead)..... Date.....

Print Name and Sign (Person raising concern)..... Date.....



Safeguarding Children

Do you hold the missing piece?

Never Ignore It
Always Record it
Always Share It

Reporting concerns about a child's welfare.

- No concerns about individual children should be kept separately in the classroom.
- All concerns about children **must** be recorded on CPOMS or a safeguarding concern form completed and handed to one of the Safeguarding Team.
- If in any doubt – please ask one of the Safeguarding Team below.

Filling out a Safeguarding concern, please use CPOMS or a paper copy of the form.

(You will find these in every classroom by the light switch)

1. Fill out all of the details requested using either of the formats above;
2. If you are using a paper copy hand it **immediately** to one of the staff pictured below;
3. If none of the Safeguarding Team (as shown below) are available please see either:
Mrs Helen Scarrott, Mrs Daniella Toyer or Mr Kieron Leech (Assistant Head Teachers).



JOANNE TRAVI
Headteacher



STEVE READ
Deputy Headteacher



KELLY DAVIES
Senior Family Worker



LYNDA MCPHEAT
Family Worker



GAYNOR BLAIR
Assistant Headteacher



JO BEESTON
Family Team



AMY CLARK
Inclusion Manager



Safeguarding A Quick Guide

People working in schools are uniquely placed to notice the signs and symptoms of abuse, and to support children subject to abuse and living in abusive situations

The Safeguarding Team are below:

Ms Joanne Travi – Head Teacher and Designated Safeguarding Lead

Mr Steve Read – Deputy Head Teacher and Deputy Designated Lead/SPOC Lead

Mrs Kelly Davies – Senior Family Support Worker and Deputy Designated Lead

Mrs Lynda McPheat – Family Worker and Deputy Designated Lead

Mrs Gaynor Blair – Assistant Head and Deputy Designated Lead

Mrs Joanne Beeston – Learning Mentor/ Attendance Officer and Deputy Designated Lead

Miss Amy Clark - Inclusion Manager

In their absence please see one of the following Assistant Head Teachers: Mrs Helen Scarrott, Mr Kieron Leech, Mrs Daniella Toyer

A Quick Guide

Record

- What the child has said using the child's words
- Note the context, time and date on your record and sign it
- Avoid judgement and opinions
- Ask for advice about what to do next
- Maintain contact with the child for reassurance
- Be professional, do not discuss the matter openly

You might become involved because:

- You might see an injury that cannot be explained
- A child may want to tell you what is happening to him/her
- Another person may express concern for a child's well being
- You may have noticed significant changes in the way a child performs at school

What to do:

- Listen – non judgmentally
- Only ask open questions to clarify but not to investigate, Remember TED; Tell me, Explain, Describe
- Do not promise confidentiality – explain you may need to talk to someone else
- Keep your responses short, simple, slow and gentle.
- Record your concern on a white slip (located by the light switch in each room) and hand it to one of the Safeguarding Team.

Useful Contact Numbers

- Family Partnership - 01582 547653
- Multi Agency Safeguarding Hub (MASH) – 01582 547653
- Emergency Duty Team (EDT) – 0300 3008123
- Public Protection Support Team – 01234 846960
- Local Authority Designated Officer (LADO) – 01582 548069
- NSPCC Whistleblowing-Blowing Helpline - 0800028028

Appendix 2: Definitions and Indicators of Abuse

Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or by another child or children.

Note: A child may be subjected to a combination of different kinds of abuse.

It is also possible that a child may show no outward signs and hide what is happening from everyone.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Frequently dirty or unkempt;
- Frequent tiredness or listlessness;
- Poor state of clothing;
- Emaciation;
- Untreated medical problems;
- Stealing, scavenging and/or hoarding food;
- Poor school attendance or often late for school;
- Affection or attention seeking behaviour;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- The child is not regularly collected or received from school;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is left at home alone or with inappropriate carers.

Physical Abuse:

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Unexplained recurrent injuries or burns;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks.
- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or belt;

- Improbable excuses or refusal to explain injuries;
- Changing or different accounts of how an injury occurred;
- An injury that is not consistent with the account given;
- Wearing clothes to cover injuries, even in hot weather;
- Refusal to undress for P.E;
- Illnesses or injuries that are left untreated;
- Bald patches;
- Chronic running away;
- Fear of medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact - shrinking back if touched;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying
- Isolation from peers;
- Fear of going home or parents being contacted.

Emotional Abuse:

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child constantly describes him/herself in very negative ways – as stupid, ugly, naughty, hopeless;
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Delayed physical, mental or emotional development
- Running away
- Compulsive stealing
- Over-reaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Behaviours such as rocking, hair twisting, banging head, regression, tics and twitches
- Extremes of passivity or aggression
- Appetite disorders – anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis.

NB: Some situations where children stop communication suddenly (known as traumatic mutism) can indicate maltreatment.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration for example, rape or oral sex or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Anal or vaginal discharge, soreness or scratching
- Refusal to communicate
- Thrush, persistent complaints of stomach disorders or pains
- Attention seeking behaviour, self-mutilation, substance abuse
- Frequent or open masturbation, touching others inappropriately
- Personality changes such as becoming insecure or clingy
- Regressive behaviour, enuresis, soiling
- Eating disorders, for example anorexia nervosa and bulimia
- Depression, withdrawal, isolation from peer group
- Inability to concentrate, tiredness
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or childminder
- Reluctance to undress for P.E or swimming
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Reluctance to go home

Child Sexual Exploitation (CSE):

Child Sexual Exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection, accommodation or gifts, to serious organised crime and child trafficking.

Child Sexual Exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in Sexual Abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to CSE is the imbalance of power within 'the relationship'. The perpetrator always has power over the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant. The presence of any significant indicator for sexual exploitation should trigger a referral to Children's Social Care. The significant indicators are:

The key indicators of child sexual exploitation include:

Health

- Physical symptoms (bruising suggestive of either physical or sexual assault)
- Chronic fatigue
- Recurring or multiple sexually transmitted infections
- Pregnancy and/or seeking an abortion
- Evidence of drug, alcohol or other substance misuse
- Sexually risky behaviour.

Education

- Truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues

- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language
- Involvement in petty crime such as shoplifting, stealing
- Secretive behaviour
- Entering or leaving vehicles driven by unknown adults
- Reports of being seen in places known to be used for sexual exploitation, including public toilets known for cottaging or adult venues (pubs and clubs).

Identity

- Low self-image, low self-esteem, self-harming behaviour, e.g. cutting, overdosing, eating disorder, promiscuity.

Relationships

- Hostility in relationships with staff, family members as appropriate and significant others
- Physical aggression
- Placement breakdown
- Reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation
- Detachment from age-appropriate activities
- Associating with other young people who are known to be sexually exploited

- Known to be sexually active
- Sexual relationship with a significantly older person, or younger person who is suspected of being abusive
- Unexplained relationships with older adults
- Possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet
- Phone calls, text messages or letters from unknown adults
- Adults or older youths loitering outside the home
- Persistently missing, staying out overnight or returning late with no plausible explanation
- Returning after having been missing, looking well cared for in spite of having no known home base
- Missing for long periods, with no known home base
- Going missing and being found in areas where they have no known links.
- Having unexplained contact with hotels, taxi companies or fast food outlets.

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation

- Change in appearance
- Going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people).

Family and Environmental Factors

- History of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties.

Housing

- Pattern of previous street homelessness
- Having keys to premises other than those known about.

Income

- Possession of large amounts of money with no plausible explanation
- Acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- Accounts of social activities with no plausible explanation of the source of necessary funding.

This list is not exhaustive.

Staff and foster carers should be aware that many children and young people who are sexually exploited do not see themselves as victims. The intelligence reporting form on the Luton Safeguarding Children Board (LSCB) website will be used to share information with Police and Children's Social Care that raises a concern around CSE. In addition to making referrals to Children's Social Care, referrals of children thought to be at risk of, or experiencing CSE will be referred to the Child Sexual Exploitation Panel (CSEP).

Responses from Parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- A persistently negative attitude towards the child
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household.

Children with Disabilities

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

Possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures

Appendix 3

Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sex, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby

Some girls die from blood loss or infection as a direct result of the procedure

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan
Ethiopia	Somalia	Gambia	Sierra Leone
Guinea	Nigeria	Indonesia	Mali
Ivory Coast	Malaysia	Kenya	Liberia

The law and FGM

FGM is illegal in the UK.

It is an offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM

- Parents requesting additional periods of leave around school holiday times
- If the girl comes from a country with a high prevalence of FGM
- Mother and siblings have undergone FGM
- Child may indicate that they are going for a special event

Further information can be obtained from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Appendix 4

Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- Personal Crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity,
- Personal Circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
- Special Educational Need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

MUU ideology (Mixed, Unclear, Unstable) is a category within the Prevent system, introduced in 2017/18 and designed to distinguish from those cases in which an individual's ideology is obvious, well-embedded and appears to be the primary factor drawing them towards TACT offences. It describes what appears to be an increasingly common phenomenon where individuals do not have a well-defined or well-understood ideological motivation. These individuals often seem drawn towards acts of extremism, extremist or terrorist groups or causes, or terrorist violence, as a means of providing them with a 'solution' to other problems in their lives. They commonly present with multiple and complex vulnerabilities.

Mixed: individuals who show interest in several (sometimes disparate) ideologies simultaneously. For example, a joint interest in right-wing extremism and involuntary celibate ("incel") content or Islamist extremism and white supremacy.

Unstable: individuals who initially appear to adhere solely to one ideology but then switch or transition to another.

Unclear: individuals whose ideological influences are less coherent and not easily identifiable. This can include individuals motivated by a hatred of a 'perceived other' without relating to prominent, well-known forms of extremism. This includes but is not limited to those who appear fixated with mass violence (such as school shootings) and incels, whose intolerance is predominantly directed at women.

Individuals referred for MUU display a variety of characteristics, including: an interest in multiple extremist ideologies in parallel (e.g. Islamic extremism and white supremacy); switching from one ideology to another over time; targeting a 'perceived other' of some kind without specifically identifying with a particular cause; obsession with massacre or mass violence without a particular target group; and vulnerability to being drawn into terrorism out of a desire for belonging or elevated social state.

Appendix 5

Safeguarding in specific circumstance: Youth produced sexual imagery

Under 18's Sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet

Incidents covered by this policy:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation.
- indecent images may also include overtly sexual images of young people in their underwear

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe Young people need education, support, and safeguarding not criminalisation.

The National Police Chiefs Council has made clear that incidents of youth produced sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

- When assessing the risks the following should be considered:
- Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before

Informing parents/ carers

Parents/carers should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as Children's Social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases DSLs may work to support the young people to inform their parents themselves.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Head Teacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head Teacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Head Teacher or a member of the senior leadership team. This staff member does not need to view the images.

- Wherever possible ensure viewing takes place on school or college premises, ideally in the Head Teacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Head Teacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (note this advice is for schools only)

Appendix 6

Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- Becoming withdrawn from family
- Sudden loss of interest in school – decline in attendance or academic achievement
- Starting to use new or unknown slang words
- Holding unexplained money or possessions
- Staying out unusually late without reason
- Sudden change in appearance – dressing in a particular style or ‘uniform’
- Dropping out of positive activities
- New nickname
- Unexplained physical injuries
- Graffiti style tags on possessions, school books, walls
- Constantly talking about another young person who seems to have a lot of influence over them
- Broken off with old friends and hanging around with a new group
- Increased use of social networking sites
- Starting to adopt codes of group behaviour e.g. ways of talking and hand signs
- Expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- Being scared when entering certain areas
- Being concerned by the presence of unknown youths in their neighbourhood.

This is not an exhaustive list and should be used as a guide, amended as appropriate in light of local knowledge of the risk factors in a particular area.

EXAMPLES OF HAZING; below are just some examples of hazing practices that occur:*

- Forced activities for new recruits to ‘prove’ their worth to join
- Forced or required consumption of alcohol
- Requirement to endure hardships such as staying awake, menial tasks, physical labour etc.
- Humiliation of new or potential members
- Isolation of new or potential members
- Requirements for new or potential members to do things established members are not required to do.

Appendix 7

Online Abuse

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

Many of the signs that a child is being abused are the same no matter how the abuse happens.

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Peer – on peer abuse

- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.
- Professionals should be aware of the potential uses of information technology for bullying and abusive behaviour between young people.
- Professionals should be aware of the added vulnerability of children and young people who have been the victims of violent crime (for example mugging), including the risk that they may respond to this by abusing younger or weaker children.
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or Sexual Abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, Significant Harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

Signs and indicators to be aware of;

- Bullying
- Verbal aggression
- Exclusion of a child/young person
- Teasing about sexual orientation
- Exchanges of personal items
- Testing privacy and personal boundaries
- Sexualised nicknames
- One child (or more) dominating another child

Who does it affect?

- Research consistently tells us that any young person can be impacted by peer-on-peer abuse, but that some are more vulnerable than others:
- features physical, emotional, sexual and financial abuse of young people by their peers, captured by multiple policy and practice definitions currently in use
- Peer on peer abuse can impact any young person, although the characteristics/experiences of some can be exploited by their peers, or missed by services, making them more vulnerable to abuse than others.

Appendix 8

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.

Emotional

- For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Excessive or aggressive shouting

- **Sexual**

For example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.

- **Neglect**

For example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs

- **Behaviour which may pose a risk**

Some behaviours which may take place outside of the workplace could present a transferable risk in an employee's professional role working with or in the vicinity of children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer the Head Teacher / Principal should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day.

- 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 in a way that indicates s/he may pose a risk of harm to children

The Head Teacher will not carry out the investigation herself or interview pupils.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries. Or if a child makes an allegation of sexual abuse against an adult that works with children Child Protection procedures will be followed and a referral made to the Multi Agency Safeguarding Hub (MASH). The LADO will also be informed.

The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

If the actions of the member of staff are felt likely to fall within the scope of the interagency allegation management procedures as stated in point 2, the Head Teacher will notify the Local Authority Designated Officer

(LADO) (Tel: 01582 548069). The LADO will liaise with the Head Teacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations. .

- If the Head Teacher is uncertain whether the concern or allegation falls within the scope of the Allegation Management Procedures a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.
- Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Luton Safeguarding Children Board

Appendix 9

Information Sharing advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

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

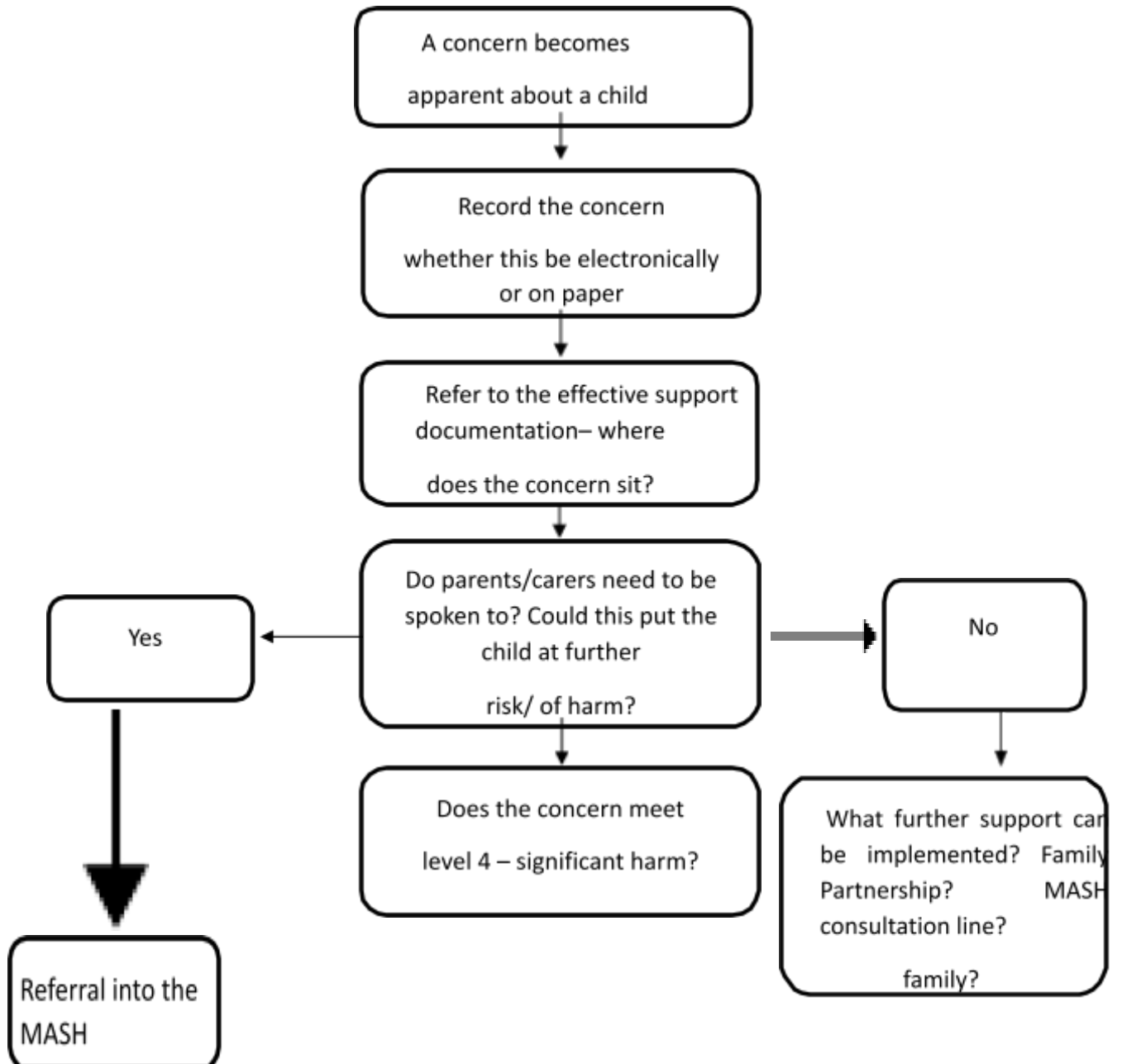
The HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

The guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems and organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.

Appendix 10

Model Setting Concern Process 2019



Appendix 11

Prevent in Education Risk Assessment and Practice

Action Plan

	YES	NO	Existing Controls	Further Action	Staff responsible	Due Date
Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?						
Are the lead preventive responsibilities clearly identified in the policy?						
Prevent Single Point of Contact (SPOC)/ Safeguarding Lead						
Governor Safeguarding Lead						
Does policy make explicit how PREVENT concerns should be reported within school?						
Prevent and Fundamental British Values considered in curriculum planning?						
Does the school have clear guidance for visitors including faith related visiting speakers?						
Checks for speakers/visitors to the school?						
Checks for premises use by externals?						

	YES	NO	Existing Controls	Further Action	Staff responsible	Due Date
Have ALL staff received appropriated training on PREVENT such as WRAP (Workshop to Raise Awareness of PREVENT)?						
Does this include support staff?						
Are there provisions for new staff induction?						
Have governors received a governor PREVENT briefing?						
Do all staff know what to do if they have a PREVENT concern and to whom to report it?						
Does the online safety policy refer to the requirements of the Prevent guidance?						
Appropriate filtering is in place to ensure that staff and children are unable to access unauthorised or extremist websites online through school systems						
Protocols in place to manage the layout, access and use of any space provided for the purposes of prayer and faith facilities?						
Clear guidance on governing the display of materials internally at the school?						

Appendix 12

Operation Encompass

Operation Encompass operates in all police forces across England. The process helps to support schools in providing emotional and practice help to children. Where the police attend an incident of domestic abuse, whereby children live within the household, a notification will be sent to the child's school the following day to notify the school of the incident. The information provided to the school ensures that the school has up to date information for children who have experienced a domestic abuse incident within the home. Schools can use this information to provide further wellbeing support internally. Should the school feel the information provided to them provides additional concern to existing concerns or worries, the school as per the local safeguarding procedures must be a referral into the Multi Agency Safeguarding Hub. Operation Encompass does not replace statutory safeguarding procedures.

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; domestic abuse and young people](#)
- [Domestic abuse specialist sources for support](#)
- [Home: Operation Encompass](#)

Appendix 13

Concerns that do not meet the harm threshold

Our Governing body have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold.

We recognise that concerns may arise in several ways and from a number of sources, for example:

- suspicion;
- complaint;
- disclosure made by a child, parent or other adult within or outside of the organisation;
- as a result of vetting checks undertaken.

As a school we understand that the term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out (as per KCSIE 2022, paragraph 422)

A low-level concern is any concern that an adult working in or on behalf of the school or college 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.

We have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

We understand that creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

As good practice our Governing bodies will:

- set out their low-level concerns policy within their staff code of conduct and safeguarding policies
- ensure procedures are implemented effectively
- ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empower staff to share any low-level safeguarding concerns with the Designated Safeguarding Lead (or a deputy)
- address unprofessional behaviour and support the individual to correct it at an early stage
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised,
- help identify any weakness in the school safeguarding system.

- If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy
- Low-level concerns about a member of staff will be reported to the Head Teacher who is the DSL
- Where a low-level concern is raised about the Designated Safeguarding Lead, it will be shared with the Head Teacher or Chair of Governors/LADO if the concern is about the Head Teacher
- Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school or college, that concern will be shared with the Head Teacher, and recorded in accordance with the school's low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.
- All low-level concerns will be recorded in writing
- The record will include:
 - details of the concern,
 - the context in which the concern arose,
 - action taken,
 - the name of the individual sharing their concerns will also be noted, however if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.
- The Head Teacher will be the ultimate decision maker in respect of all low-level concerns and may consult with the DSL to take a more collaborative decision-making approach.
- Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Where a pattern of such behaviour is identified, school will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold, be referred to the LADO.
- Low level concerns would not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it would be referred to in a reference.