

# Safeguarding and Child Protection Policy

## 2026



<b>Owned and Written by</b>	<b>Kelly Davies Senior Lead for Safeguarding</b>	February 2026
<b>Approved by</b>	<b>The Safeguarding Team and Full Governing Body</b>	24/03/2026
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## 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 (2025).

The Designated Safeguarding Leads are: Joanne Travi and Kelly Davies

The Deputy DSLs are: Helen Scarrott, Gaynor Blair, Joanne Beeston, Ruth Doyle, Daniella Toyer, Kieron Leech and Janine Hobson

The Safeguarding Governor is: Mrs Choglay

The Prevent Single Point of Contact (SPOC) is: Kelly Davies

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

The Local Authority Designated Office (LADO) is: Paul James -[lado@luton.gov.uk](mailto:lado@luton.gov.uk)

Multi Agency Safeguarding Hub (MASH) Tel: 01582 547653 during office hours. Out of hours 0300 300 8123

### [Safeguarding children](#)

**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/young people in their area. Education is one of the relevant agencies.

### [Safeguarding Bedfordshire](#)

## 1. Rationale

At Bushmead Primary & Nursery 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
- Inclusion
- Anti-Bullying
- Online Safety
- Social Media
- Managing Allegations and Concerns Against Staff and Volunteers
- Code of Conduct
- Children Missing in Education
- Health and Safety
- Whistleblowing
- PSHE
  
- Physical Restraint & Restriction of Liberty
  
- Child on Child Abuse

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 & Nursery 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.

It is essential that the School safeguarding policy describe the procedures, which are in accordance with the locally agreed Pan Bedfordshire Interagency Child Protection procedures (Contents) published by the Safeguarding Children Partnerships.

<https://bedfordscp.trixonline.co.uk/contents/contents>

## 2. Overall Aims and Objectives

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

- Clarifying standards of behaviour for staff and children/young people
- 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/young people

- Introducing appropriate work within the curriculum
- Encouraging children, young people and parents to participate
- Developing staff's awareness of the risks and vulnerabilities children/young people 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 children/young people feel safe and are protected from harm
- Informing staff, parents/carers, volunteers and governors about the schools responsibilities for safeguarding children/young people
- 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/young people and endeavour to:

- Always see the child/young person first and consider what life is like for them, maintaining a culture of vigilance
- Provide support and intervention at the earliest possible opportunity in the least intrusive way  
Family Help. [Children and families](#)
- Have conversations, build relationships and maintain professional curiosity
- Focus on securing improved outcomes for children/young people
- 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/young people
- Every child/young person is entitled to a rich and rounded curriculum
- When issues arise the Head Teacher should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

### 3. Our Ethos

At Bushmead we endeavour to provide a nurturing environment where all children/young people are treated with respect and dignity, taught to treat each other with respect, feel safe, secure and valued. We want children/young people 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 & Nursery School of 'it could happen here' where safeguarding is concerned.

We recognise that for some children/young people 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/young people 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/young people 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.

At our school we are committed to safeguarding and promoting the welfare of all our children/young people. We believe that:

- All children/young people have an equal right to be protected from harm
- 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 speak freely and voice their values and beliefs.
- All children/young people must be encouraged to respect each other's values and support each other.
- All children/young people have the right to be supported to meet their emotional 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 (behaviours which may be perceived to be 'risky').
- All staff, volunteers and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.

#### 4. Legislation/Guidance

This policy reflects current legislation and guidance and has been written in accordance with the principles established by the [The Children Act 1989](#).

At Bushmead Primary School we will fulfil our local and national responsibilities as laid out in the following documents:

- Keeping Children Safe in Education 2025  
[https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping\\_children\\_safe\\_in\\_education\\_from\\_1\\_September\\_2025](https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025).
- [Working Together to Safeguard Children \(DfE, 2023\)](#)
- [Information Sharing \(DfE 2024\)](#)
- The procedures of the Pan Bedfordshire and Safeguarding Adults Boards Contents  
<https://bedfordscp.trixonline.co.uk/contents/contents>
- [What to do if you are worried a child is being abused \(DfE, 2015\)](#)
- [Use of reasonable force in schools \(DfE, 2013\)](#)
- [Mental health and behaviour in schools: departmental advice \(DfE, 2018\)](#)
- [Preventing and tackling bullying: Advice for Head teachers, staff and governing bodies \(DfE, 2017\)](#)
- [Prevent duty guidance: England and Wales \(2023\)](#)
- [Serious Crime Act 2015](#)
- Terrorism (Protection of Premises) Act 2025: factsheets - [GOV.UK](#)
- [Sexting in schools and colleges: responding to incidents and safeguarding young people \(UK Council for Child Internet Safety, 2016\)](#)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- [Statutory guidance on children who run away or go missing from home or care \(DfE, 2017\)](#)
- [Child sexual exploitation: definition and guide for practitioners \(DfE, 2017\)](#)

- [The Domestic Abuse Act 2021](#)
- [Drugs \(DfE and ACPO guidance\)](#)
- [Sharing nudes and semi-nudes: advice for educational settings](#) (2024)
- [Children missing education \(DfE, 2016\)](#)

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

Terms: Safeguarding and Child Protection

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 18<sup>th</sup> birthday. **Safeguarding is everyone’s responsibility.** Safeguarding is defined as;

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment; whether this is within or outside the home, including online
- Preventing the impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child Protection is defined in [Working Together, DfE 2023](#) as –

- Activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

This includes, but is not limited to safeguarding children/young people 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/young people with mental health difficulties or illness
Upskirting	Contextual/extra familiar risks
Honour Based Abuse	Exploitation

## 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 Document in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The [Effective Support Document](#) will be used to underpin decision making.

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 higher level, a referral will be made into the Multi Agency Safeguarding Hub.

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 (MASH).

In the event that provision of support 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 (LSCP)

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 using our online CPOMS system.
- In addition to our online reporting system, paper copies are located in a central place accessible to all professionals/visitors to school as appropriate. These are situated within either the front office or the staff room. These are to be used by any person to record safeguarding concerns if they are unable to access CPOMS 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).
- There are posters around the school containing photographs of the Safeguarding Team (see Appendix 1).
- When passing the information/concern to a member of the Safeguarding Team, it will be actioned and viewed as appropriate, alongside the Effective Support Document in order to ensure the right

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 the following steps: if a paper concern form has been completed this would be uploaded onto the CPOMS system, a phone call to seek advice from the Multi-Agency Safeguarding Hub (MASH) may be made if deemed appropriate. 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/Family Partnership/Assessment has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up procedures published by the LSCP. [Escalation procedures](#)
- 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.

### **Luton Safeguarding Children’s Partnership (LSCP) 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; [Luton Borough Council's Thresholds of Need Guide](#) 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/young person tells me about abuse he/she has suffered, what must I remember?**

- Stay calm. Actively listen to the child/young person and remember, do not communicate shock, anger or embarrassment.
- Reassure the child/young person. Tell him/her you are pleased that they are speaking to you.

- Never enter into a pact of secrecy with the child/young person. Assure him/her that you will try to help but let them 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/young person that you believe them. Children/young people very rarely lie about abuse; but he/she may have tried to tell others and not been heard or believed.
- Tell the child/young person it is not his/her fault.
- Allow the child/young person 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 TEDS: can you tell me, explain, describe, show me.
- Listen and remember.
- Check you have understood correctly what the child/young person is trying to tell you.
- Praise the child/young person for telling you. Communicate that he/she has the right to be safe and protected.
- Do not tell the child/young person 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/young person 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/young person 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/young person’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 a member of the Safeguarding Team.

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 one of the Safeguarding Team and to seek further support as appropriate.

## **7. Roles and Responsibilities**

At Bushmead Primary & Nursery 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’ (DFE 2023). 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 2025 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The nominated Governor for Child Protection at our school is

The nominated governor is responsible for liaising with the Head Teacher/Safeguarding Team over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children/young people.

### **The Governing body will ensure that:**

- the school contribute to inter-agency working in line with statutory guidance ‘Working Together to Safeguard Children 2023’ - 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
- 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 provides an appropriate safeguarding response in accordance with the Luton Borough Council Effective Support Strategy in order to safeguard children/young people.
- The school provides a Child on Child abuse policy.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or child on child abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment, upskirting or youth produced sexual imagery.
- The Safeguarding and child protection policy reflects and addresses additional challenges that exist for those children/young people with special educational needs and disabilities and physical and mental health needs, and the school should consider extra pastoral support and attention for these children/young people, along with ensuring any appropriate support for communication is in place.
- 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 a running and integrated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety, filtering and monitoring whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and Deputies and any parental engagement.
- The school maintains information about the legal status of all children/young people 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/young person.
- There is a designated teacher with the appropriate training skills and knowledge appointed to work with the virtual school head to promote the academic achievement of looked after children and children previously looked after.
- 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 Partnership (LSCP). 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 practitioners in the interests of safeguarding children/young people in accordance with the guidance within Working Together to Safeguard Children 2023 and Information Sharing, 2024
- They recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that clearly set out the processes and principles for sharing information within the school and with Children's Social Care, the safeguarding partners, other organisations, agencies, and practitioners as required.
- That School staff be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority Children's Social Care.
- They are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Relevant staff have due regard to the relevant data protection principles.
- The school will follow local procedures for sharing intelligence/information in relation to Child Sexual Exploitation and Child Criminal Exploitation with Bedfordshire Police.
- The school initiates appropriate safeguarding responses to children/young people who are missing or have unexplainable and/or persistent absences from education, 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 Headteacher 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, low level concerns.
- The school has procedures for managing any allegations and concerns about adults that work or volunteer with children/young people, that may or may not meet the harm threshold and that these include the procedures for making referrals to the Disclosure and Barring Service and Teacher Regulation Agency 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 2025.

- There are two Designated Safeguarding Leads at Bushmead and one 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.
- 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.
- The Designated Safeguarding Lead and any Deputies undertake [Pan Bedfordshire Safeguarding Children Partnership's 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 DSL forums, cluster meetings, attendance at training and learning events offered by the Luton Safeguarding Children Partnership, online updates via NSPCC or attendance at professional development events. knowledge to carry out this role. In addition, the
- The Headteacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2025 and that they receive annual safeguarding updates to ensure their continued professional development.
- All Governors and Trustees receive appropriate safeguarding and child protection (including online and filtering and monitoring) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Training updates take account of the LSCP 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 Child on Child 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, truancing 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/young people who go missing from education which should include holding more than one emergency contact number for pupils.
- The school recognises that being absent, as well as missing from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and 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.
- The school has appropriate filters and monitoring systems in place and regularly reviews their effectiveness.
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- Governing bodies should consider the age range of their children/young people, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks. Over blocking of material which could restrict children/young people's online 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](#))
- The curriculum is delivered in such a way to include educating children/young people about how to stay safe which will include Relationships Sex and Health Education (RSHE), online safety and broader safeguarding messages within PSHE.
- The child/young person's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children/young people to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- The Governing Body reviews its policies/procedures annually.
- 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 Designated Safeguarding Lead**

**Our Designated Safeguarding Lead at Bushmead is a member of the Senior Leadership Team;** Ms Joanne Travi; Headteacher who takes lead responsibility for coordinating all safeguarding and child protection activity within the school. This is undertaken alongside the Senior Lead for Safeguarding: Mrs Kelly Davies. Ms Travi and Mrs Davies will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the Multi-Agency Safeguarding Hub (MASH), 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 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
- Refer cases to the Police where a crime may have been committed.
- inform Head Teacher/ Principal of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – [PACE Code C 2019](#)
- 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.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- 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.
- Ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with [Pan Bedfordshire information sharing guidance](#).
- Ensure staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child/young person and/or family
- Ensure a written record will be made of what information has been shared with whom, and when.
- Ensure that child protection files are kept up to date.
- Ensure rationale for making decisions is recorded (inc. decision not to make a referral)
- Ensure safeguarding and child protection records will be stored securely in a central place separate from academic records.
- Ensure individual files will be kept for each child/young person: the school will not keep family files.
- Ensure access to safeguarding and child protection records by staff other than by the DSL will be restricted, and a written record kept of who has had access to them and when
- 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.
- ensure 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 is supported by the following Deputy Designated Safeguarding Leads (DDSL's):

- Mrs Helen Scarrott; Deputy Headteacher
- Mrs Kelly Davies; Senior Lead for Safeguarding
- Mr Kieron Leech; Assistant Headteacher
- Mrs Gaynor Blair; Assistant Headteacher
- Mrs Daniella Toyer; Assistant Headteacher
- Mrs Janine Hobson; Inclusion Manager
- Mrs Joanne Beeston; Family Worker with responsibility for attendance
- Mrs Ruth Doyle; Family Worker

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 for safeguarding and child protection (including online safety, filtering and monitoring).

## 8. Expectations

All staff and regular visitors 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.
- All staff and Governors will receive safeguarding training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at the point of induction-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 LSCP and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two yearly intervals.
- The DSL together with 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 SCPs 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, inset training.
- The subject/topics for training and updates will take into consideration SCP's priorities, local context, and 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 TAF support plans, child in need plans and 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 LSCP.
- 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 Borough Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called [Operation Encompass](#).

The system ensures that when the police are called to an incident of domestic abuse, where there are children/young people in the household who have seen, heard or experienced the domestic incident, the police will inform the key adult (usually the DSL or Deputy) in school before they arrive 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 their needs.

Operation Encompass does not replace statutory safeguarding procedures. Where appropriate the Police and/or schools should make a referral to Local Authority Children's Social Care if they are concerned about a child/person'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/young person go missing, in line with the addition to Operation Encompass.

## 10. A Safer School Culture

The culture of Bushmead Primary & Nursery School is one that is safe for children/young people and unsafe for adults that may pose a risk to children/young people. 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 who is our Head Teacher when concerns relate to an adult.

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

## 11. Inspection

- From September 2023, Ofsted's inspections of early years, schools and post – 16 provision will be carried out under: [Ofsted's Education Inspection Framework](#).
- Bushmead Primary & Nursery 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/young people 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 2025). 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.

Our school acknowledges that S128 checks should be completed on those members of staff and governors taking part in management. 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/young people.
    - Diane Blackley; HR & Administration Manager, Joanne Travi; Headteacher, Helen Scarrott; Deputy Head Teacher 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 226). The searches are conducted by our Head Teacher and HR & Administration 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, biphobia 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 regular 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/young people with SEND and other vulnerabilities).

School/service has regard for the new statutory guidance Relationships Education, Relationships and Sex Education and Health Education guidance which has been revised for introduction in September 2026.

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

- Supporting children to develop the skills that form the building blocks of all positive relationships
- healthy and respectful relationships
- boundaries, consent and kindness in relationships

- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to; all forms of sexual harassment and abuse and how to access support and;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it

#### **14. Children with Additional Needs**

At Bushmead we recognise that while all children/young people have a right to be safe, some children/young people may be more vulnerable to abuse, for example a young carer, a child/young person frequently missing from home/care, children/young people with disabilities or special educational needs, a child/young person 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 the Senior Leadership Team (this includes the Lead for Mental Health, Inclusion Manager and person responsible for LAC) and the Senior Lead for Safeguarding. The Inclusion Team meets weekly where concerns raised by staff are discussed and any actions are identified.

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

We recognise that additional barriers can exist when recognising abuse and neglect in children/young people 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/young person's condition without further exploration;
- these children/young people being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children/young people;
- the potential for children/young people with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in 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/young people with SEND will therefore require close liaison with the Designated Safeguarding Lead (or Deputies) and the Inclusion Manager.

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

If at Bushmead we are considering excluding, either fixed term or permanently, a vulnerable child/young person and/or a child/young person 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/carer has expressed their intention to remove a child/young person from school with a view to educating at home, we work together with the Local Authority and other key practitioners 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/young person. This is particularly important where a child/young person has SEND, is vulnerable, and/or has/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/Young people who are lesbian, gay, bi or trans (LGBT), or gender questioning**

At Bushmead Primary & Nursery 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/young people who are LGBT can be targeted by other children/young people.

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

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

Further Government guidance is expected on gender questioning children, and once available, policies and procedures will be updated.

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

Bushmead Primary & Nursery 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 Extreme Right Wing / 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/young people 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 are the fundamental British values of democracy, the rule of law, equality of opportunity, freedom of speech and the rights of all women and men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

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 Headteacher 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/young people 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.
- In accordance with the Prevent Duty, Mrs Kelly Davies is the 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.
- At Bushmead we have due regard for Terrorism (Protection of Premises) Act 2025 (otherwise known as 'Martyn's Law'), and refer to the following guidance: Overarching Factsheet - GOV.UK. The Act received Royal Assent on 3 April 2025, and it is expected that The implementation period will be at least 24 months.
- When any member of staff has concerns that a child/young person may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and the Designated Safeguarding 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. The referral form can be found [here](#).
- Initial advice regarding Prevent related concerns or whether to submit a referral will be sought from Bedfordshire Police by emailing [Prevent@beds.police.uk](mailto:Prevent@beds.police.uk).
- 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/young people assessed as being vulnerable to radicalisation.
- If we are concerned that a child/young person may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to Children's Social Care.

### **16.1 Safeguarding Children/Young People 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 LSCP. 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 are 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 Day Slavery Crimes include holding a person in a position of slavery, servitude and 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 Day 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/young people outside of these environments.

All staff, but especially the DSL and DDSLs should consider whether children/young people are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children/young people 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 & Nursery School we recognise that children/young people can abuse each other 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 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
- o The exploitation of others, linked youth produced images

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 & Nursery School understands serious violence and what may signal that children/young people 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/young people have been appropriated, or are involved with, individuals associated with criminal networks or gangs.

[Contextual safeguarding](#)/extra-familial risk as referenced in KCSIE (2025) 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 2023)

Bushmead Primary & Nursery 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/safeguarding and child protection policy.

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

['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](mailto:help@nspcc.org.uk)

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

### **16.3 Safeguarding Children in Specific Circumstances: Sexualised behaviours**

- Where children/young people display sexualised behaviours, the behaviours will be considered in accordance with the children's/young persons 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/young people receive the right support at the right time either via an Early Help response or a referral to Children's Social Care.
- In school we follow the Keeping Children Safe in Education (2025) statutory guidance when responding to such issues alongside [local interagency procedures](#). 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/young people.
- The Lucy Faithfull Foundation has developed a HSB Toolkit, which amongst other things, provides support, advice and information on how to prevent Harmful Sexual Behaviour, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse. [What is harmful sexual behaviour - Lucy Faithfull Foundation](#)
- 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/young people including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response. Consideration will be given to violence in young people's relationships.
- Where 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/young people outside of these environments.

All staff, but especially the Designated Safeguarding Lead and Deputies should consider whether children/young people 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/young people 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).
- 
- At Bushmead Primary & Nursery School we recognise the risks posed to children/young people in relation to involvement in gang related activity which may be street gangs, peer group or organised crime. Children/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/young people may experience violence as part of an initiation or hazing practices.
  - We understand that Early Help can be crucial in the early identification of children/young people who may need additional support due to gang related activity and as such will provide an Early Help response, including referral when concerns are raised about indicators of gang activity.
  - If, however, information suggests a child/young person may be at risk of significant harm due to gang related activity, a referral will be made to Children's Social Care.
  - Where there are concerns that a child/young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the Serious Youth Violence Panel 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/young person's home.

#### **16.5 Safeguarding Children in Specific Circumstances: Youth Generated Sexualised imagery**

Bushmead Primary & Nursery 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. [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\)](#)

In all cases where an incident of youth produced sexual imagery is reported 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 children/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 child/young person at risk of harm.
- o At any point in the process if there is a concern a child/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 Bedfordshire Police and Children's Social care in the following circumstances:
  - o The incident involves an adult
  - o There is reason to believe that a child/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 child/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 child/young person is at immediate risk of harm owing to the sharing of the imagery, for example, the child/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/young person.
- The school will pay due regard to the [Department for Education guidance: 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)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power to coerce, manipulate or deceive a child/young person into taking part in sexual or

criminal activity. Whilst age may be the most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants, and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse can be perpetrated by individuals or groups, males or females and children/young people or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and maybe accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child/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.

All staff will be aware that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation.

We have procedures in place in managing poor school attendance and this will need to be regularly reviewed.

Child sexual exploitation can occur through use of technology without the child/young person's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child/young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

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
Child on Child	Familial
Online	Abuse of authority

- Where concerns are identified in relation to Child Sexual Exploitation the Effective Support Document will be consulted in order to ensure the child/young person receives support at the earliest possible opportunity.
- An Early Help multi agency response may be initiated from the school as the lead practitioner by completing a referral through the MASH.
- If a child/young person is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the MASH.
- 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 Information Sharing Form](#).
- Resources for education settings /CSA Centre will be utilised to strengthen our approach to Child Sexual Abuse.  
<https://www.csacentre.org.uk/research-resources/practice-resources/helping-education-settings-identify-and-respond-to-concerns/>

(See appendix 2 for more information regarding CSE)

### **16.7 Children in specific circumstances**

- Further guidance in relation to safeguarding children/young people in specific circumstances can be located on the [Bedford Borough, Central Bedfordshire & Luton Safeguarding Children Partnerships Procedures website](#).

## **17. Mental Health**

All staff are 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 practitioners should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children/young people 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. Staff are aware of how these experiences can impact on children/young people's mental health, behaviour and education.

If staff have a mental health concern about a child/young person that is also a safeguarding concern, immediate action will be taken following our safeguarding and child protection policy including a discussion with the Designated Safeguarding Lead or Deputy who will liaise with the Senior Mental Health Lead, or Mental Health Support Team, where the safeguarding concern is linked to mental health.

Our school will access a range of advice to help identify children/young people in need of extra mental health support. This includes working with external agencies as described in [Promoting and Supporting mental health and wellbeing in schools and colleges](#)

## **18. Homelessness**

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

- The Designated Safeguarding Lead/Deputies are aware of contact details and referral routes into 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/young people 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 Social Care will be the lead agency for these young people and the Designated Safeguarding Lead (or a Deputy) should ensure appropriate referrals are made based on their 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/young people 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/young people 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/young people. In some cases a child/young person 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/young person 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 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/young people with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child/young person in this area, the Designated Safeguarding Lead (or a Deputy) 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 children/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 MYCAS (email) system, the school website, newsletters 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 [Luton Safeguarding Children Partnership](#) (LSCP). Governing Bodies, proprietors and the Senior Leadership Teams, especially the DSLs, will make themselves aware of and follow their local arrangements.

- We work in partnership with other agencies in the best interests of children/young people. 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 MASH/ Children's Social Care depending on the level of need. Where the child/young person 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/Strategy 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 Luton Safeguarding Children Partnership 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 TAF Support 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- panel such as [Multi Agency Risk Assessment Conference \(MARAC\)](#) or [CHANNEL Panel](#), 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 LSCP procedures for Allegations and Concerns regarding staff, carers and Volunteers working with Children and Young People in all circumstances. <https://bedfordscp.trixonline.co.uk/chapter/allegations-and-concerns-regarding-staff-carers-and-volunteers-working-with-children-and-young-people>
- 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/young person;
  - Possibly committed a criminal offence against or related to a child/young person; or
  - Behaved in a way that indicates s/he may pose a risk of harm to children/young people;
  - Behaved in a way that indicates they may not be suitable to work with children
- We will consult with the LADO when an allegation is made against a member of staff to agree how to progress this.
- 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/young people.
- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children/young people **immediately**.
- Allegations or concerns about colleagues and visitors must be reported directly to the Headteacher, Ms Joanne Travi, unless the concern relates to the Headteacher. If the concern relates to the Head Teacher, it must be reported immediately to the Chair of Governors. Alternatively, concerns can 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.

- Schools should follow their safeguarding policies and procedure in the event of an allegation regarding an “incident that happened when an individual or an organisation was using their school premises for the purposes of running activities for children/young people.” This includes events such as community groups, sports associations, and more.
- If the Headteacher 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/[lado@luton.gov.uk](mailto:lado@luton.gov.uk)**

- 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 with Keeping Children Safe in Education (2025) and the local procedures published by Safeguarding Children/Luton. [Safeguarding children](#)
- 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 (2025) with regard to record keeping, 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/young people. (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 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

(More information is available in Appendix 8)

## **Key Contacts**

**Internal Safeguarding Team; all can be reached on 01582 725387**

Ms Joanne Travi – Headteacher/DSL

Mrs Helen Scarrott – Deputy Headteacher/DDSL

Mr Kieron Leech – Assistant Headteacher/DDSL

Mrs Kelly Davies – Senior Lead for Safeguarding/SPOC

Mrs Gaynor Blair – Assistant Headteacher/DDSL

Mrs Daniella Toyer – Assistant Headteacher/DDSL

Mrs Janine Hobson – Inclusion Manager/DDSL

Mrs Joanne Beeston – Family Worker – Responsibility for attendance

Mrs Ruth Doyle – Family Worker

Mrs Safiyya Choglay – Governor with responsibility for Safeguarding Children can be reached via the following email address: [schoglay@bushmeadprimaryschool.co.uk](mailto:schoglay@bushmeadprimaryschool.co.uk)

Mrs Victoria Azubuine – Chair of Governors

## **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><b>Concern...please include all relevant information, concise and specific and written in pen. If appropriate, complete body map on reverse of this form.</b></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.....

## WE ARE YOUR SAFEGUARDING TEAM



**MS TRAVI**  
Headteacher



**MRS SCARROTT**  
Deputy Headteacher



**MRS BLAIR**  
Assistant Headteacher



**MR LEECH**  
Assistant Headteacher



**DANIELLA TOYER**  
Assistant Headteacher

**DO YOU HAVE A CONCERN ABOUT A CHILD'S WELFARE/SAFETY?  
SPEAK TO ONE OF YOUR DEDICATED SAFEGUARDING TEAM.  
WE ARE HERE TO LISTEN AND HELP.**



**MRS DAVIES**  
Senior Family Worker



**MRS BEESTON**  
Family Worker



**MRS DOYLE**  
Family Worker

## **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 – Headteacher and Designated Safeguarding Lead

Mrs Helen Scarrott – Deputy Headteacher and Deputy Designated Lead

Mr Kieron Leech – Assistant Headteacher and Deputy Designated Lead

Mrs Kelly Davies – Senior Lead for Safeguarding/SPOC

Mrs Gaynor Blair – Assistant Headteacher/Senior Mental Health Lead and Deputy Designated Lead

Mrs Daniella Toyer – Assistant Headteacher/LAC and Deputy Designated Lead

Mrs Janine Hobson – Inclusion Manager and Deputy Designated Lead

Mrs Joanne Beeston – Family Worker/ Attendance Officer and Deputy Designated Lead

Mrs Ruth Doyle – Family Worker and Deputy Designated Lead

#### **A Quick Guide**

##### **Record**

- What the child has said using the child's words
- Complete a CPOMS incident/white slip -paper form (located in the Office/Staff Room)
- 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/young person may want to tell you what is happening to him/her
- Another person may express concern for a child/young person'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 TEDS; Tell me, Explain, Describe, Show
- Do not promise confidentiality – explain you may need to talk to someone else
- Keep your responses short, simple, slow and gentle.
- Record your concern -CPOMS/White slip

##### **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/young person. Somebody may abuse or neglect a child/young person by inflicting harm, or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children/young people of all forms of domestic abuse.

Children/young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children/young people may be abused by an adult or adults or by another child(ren)/young person.

### **Neglect:**

The persistent failure to meet a child/young person'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/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child/young person.

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/young person such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child/young person that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child/young person 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/young people. These may include interactions that are beyond the child/young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyberbullying), causing children/young people 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/young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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/young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging children/young people to behave in sexually inappropriate ways, or grooming them 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/young people.

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 children/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.

The Multi-Agency Information Submission Form will be used to share information with Bedfordshire Police that raises a concern around CSE and other forms of exploitation, etc.

## **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/young person 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/young person
- Unrealistic expectations or constant complaints about the child/young person
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home; or
- Violence between adults in the household.

## **Children/young people with Disabilities**

When working with children/young people 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/young person's disability without further exploration
- Being more prone to peer group isolation or bullying than other children
- Children/young people 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/young person such as the shin, might be of concern on a non-mobile child/young person
- 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, tahir, 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](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 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](#)

*Definition: This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos, or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.*

#### **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:

- nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- someone nude or semi-nude touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting someone else sexually

- sexual activity that includes animals

The term 'indecent images' also include pseudo-images which are computer-generated images that otherwise appear to be a photograph or video. These may be created using tools such as photo/video editing software, deepfake apps and generators (to combine and superimpose existing images or videos onto other images and videos), and AI text-to-image generators.

These laws were not created to criminalise children/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 children/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/carers 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/carers themselves.

## **Searching devices, viewing and deleting imagery**

### **Viewing the imagery**

Adults should not view youth produced sexual imagery unless there is a 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 child/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/carer 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 Headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- 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 children/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.

**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/young people 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/young people to take part in sexual activity online).

Children/young people 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/young person 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.

### Child on Child abuse

- Children/young people 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
- Child on Child 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/young person 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/young person or may have harmed a child/young person;
- 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/young people

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

If a child/young person makes an allegation of physical abuse against an adult that works with children/young people and there are visible bruises, marks or injuries. Or if a child/young person makes an allegation of sexual abuse against an adult that works with children/young people child protection procedures will be followed and a referral made to Children's Social Care. 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 Headteacher and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations. .

- If the Headteacher 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 Headteacher, 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.

### **Concerns that do not meet the harm threshold.**

Our Governing body has 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.

We understand that the term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child/young person does not meet the threshold set out (as per KCSIE 2024, paragraph 433)

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 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:

- o set out their low-level concerns policy within their staff code of conduct and safeguarding policies
  - o ensure procedures are implemented effectively
  - o 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
  - o empower staff to share any low-level safeguarding concerns with the DSL (or a Deputy)
  - o address unprofessional behaviour and support the individual to correct it at an early stage
  - o provide a responsive, sensitive and proportionate handling of such concerns when they are raised,
  - o help identify any weakness in the school safeguarding systems
- 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 DSL or Head Teacher.
  - Where a low-level concern is raised about the DSL, it will be shared with 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 DSL (or Deputy), and/or 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 to take a more collaborative decision-making approach, they may speak with the DSL/DDSL

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, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm 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.

## **Appendix 9**

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

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children/young people's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

<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.

The Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the DSL or a Deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Further guidance can be found at:

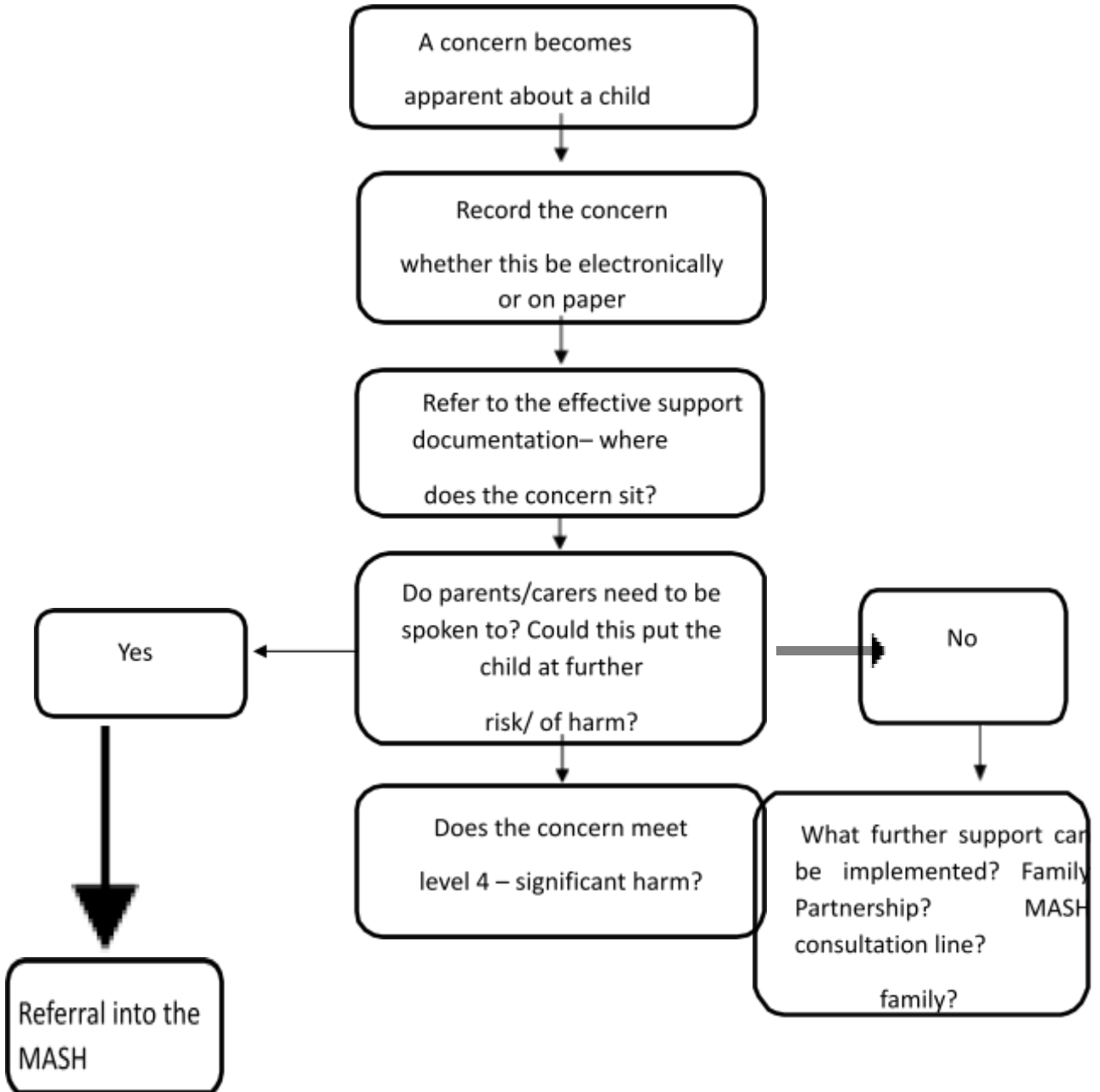
[\*\*Pan Bedfordshire Practitioner's Guide to Information Sharing to Safeguard Children & Young People\*\*](#)

[\*\*Information Sharing & Consent Summary\*\*](#)

[\*\*Myth Busting: Information Sharing\*\*](#)

## 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
Thinking about an incident of radicalisation and /or extremism-Has the setting considered specific areas of risk such as; processes in place to manage Subject Access Requests/Freedom of Information Requests should they be made?						
<b>Does your safeguarding policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?</b>						
<b>Is the lead contact for Prevent responsibilities clearly identified in the policy?</b>						
Prevent Single Point of Contact (SPOC)/ Safeguarding Lead						
Governor Safeguarding Lead						
Does SG policy make explicit how PREVENT concerns should be reported within school?						
How will information be shared and with whom?						
Fundamental British Values are considered in curriculum planning						

<p><b>Does the school have clear guidance for visitors including faith related visiting speakers?</b></p> <p>Checks for speakers/visitors to the school?</p>						
<p><b>Thinking about an incident of radicalisation and/or extremism-Has the setting considered specific potential areas of risk such as:</b></p> <p><b>Processes in place to manage Subject Access Requests/Freedom of information Requests should they be made?</b></p>						
<p>The process in place for the management of information should there be a media interest or if information requested into the community?</p> <p>How will information be shared and with whom?</p>						
<p>Does the school have clear guidance for visiting speakers?</p> <p>Checks for external speakers to the school.</p> <p>Has the identity of the speaker been confirmed, and due diligence carried out? (Might consider checks on the internet to confirm the status of speaker and/or the organisation to include website, Youtube or social media sites.</p> <p>Checks for premises used by externals?</p>						

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

## **Appendix 12**

### **Operation Encompass**

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children/young people.

Operation Encompass connects the police with schools to enable that the appropriate support is in place for children/young people who are subject to/witness incidents of domestic abuse. The school environment enabling rapid provision allows for appropriate safeguarding to be put in place against the short, medium and long-term effects of domestic abuse. Following an incident, children/young people may arrive at school distressed, anxious or upset and Operation Encompass ensures that appropriate staff are aware early enough in order to support children/young people in making them feel safe.

Please click [here](#) for more information.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children/young people who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

## Appendix 13

### Searching procedures

Schools will have due regard to Searching, Screening and Confiscation guidance as published by the DfE. The school may wish to explore a standalone policy around searching to safeguard children/young people and practice.

[Searching, screening and confiscation in schools - GOV.UK](#)