



Child Protection Policy

Date Agreed by the Governing Body	28 September 2021
Date to be reviewed	September 2022
Date of last review	September 2021
Governors Committee accountable for review	Main Board
Senior Leadership Team member accountable for review	DPD

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1. Contacts

School contacts

Headteacher	Mr P B Wayne – 01494 524 955
Designated Safeguarding Lead (DSL)	Mr D P Durning – 01494 551 479
Deputy Designated Safeguarding Lead(s)	Mr J I Scourfield – 01494 551 405 Mrs S Herath – 01494 524 955
Nominated Safeguarding Governor	Dr Sarah Abbas
Chair of Governors	Mr B Casemore

Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Buckinghamshire Council Equalities & School Improvement Manager	01296 382461
Buckinghamshire Council Prevent Co-ordinator	01296 674784

Thames Valley Police	101 (999 in case of emergency)
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Other contacts

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

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour
- Curriculum
- Equalities
- E-Safety
- SEN/Inclusion
- Health & Safety
- Mobile Phone
- Photography
- PSHE to include RE and RSE
- Staff Code of Conduct
- Peer on Peer Abuse
- Sex and Relationships Education

- Preventing Radicalisation
- Whistleblowing
- Safer Recruitment

Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18

2. Introduction

2.1. At the Royal Grammar School we believe that a policy on child protection is founded on the right of all children to be safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

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

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
- “Working Together to Safeguard Children 2018” - July 2018 [Working Together To Safeguard Children July 2018](#)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - Sept 2021 [Keeping Children in Education 2021](#)
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#) – DfE July 2018

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 [Prevent Duty Guidance](#)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – Sept 2021 [Sexual Violence and Sexual Harassment between Children in Schools and Colleges](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

- 2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annex B of Keeping Children Safe in Education, Sept 2021**. They must ensure there is an auditable system to evidence this.
- 2.3. All staff are required to read and adhere to the **Staff Code of Conduct** which governs behaviour expected of them, as well as having an understanding of the **Behaviour Policy** for children and our **Attendance Policy**.
- 2.4. We recognise all staff and Governors have a full and active part to play in protecting our pupils from harm, actively promoting their welfare and ensuring that every child's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding in the Royal Grammar School.
- 2.5. All staff believe our school must provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual children.
- 2.6. The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.
- 2.7. The aims of this policy are:
- 2.7.1. To support pupils' mental and physical health and development in ways that will foster security, confidence and resilience, free from discrimination.
- 2.7.2. To provide an environment in which children feel safe, secure, valued and respected.

- 2.7.3. To ensure children feel confident that they can talk to adults within school to share any concerns that they may have.
- 2.7.4. To ensure all teaching staff, non-teaching staff, supply staff, governors and volunteers:
- are aware of the need to safeguard and promote the wellbeing of children
 - identify the need for early support
 - promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
 - are trained to recognise signs and indicators of abuse.
- 2.7.5. For all staff to recognise that safeguarding and promoting the welfare of children is defined as:
- Protecting children from maltreatment
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision and effective care
 - Taking action to enable all children to have the best outcomes.
- 2.7.6. To provide systematic means of monitoring children known to be, or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- 2.7.7. To acknowledge the need for effective and appropriate communication, ensuring staff know how and when to share information to protect children in a way that is legal, ethical and timely.
- 2.7.8. To ensure the Royal Grammar School has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.
- 2.7.9. To have clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community.
- 2.7.10. To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns, which are understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded. These records are securely stored.
- 2.7.11. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
- 2.7.12. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**, which stipulates their duty to report where

behaviours of colleagues may have stepped outside the agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

2.7.13. To provide clarity to other community users of our facilities so that they have due regard to expectations of how they should maintain a safe environment, which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe their ethos or practice is not aligned with this policy.

2.7.14. This policy is published on our website in the Policies section of the "About" tab and hard copies are available from the school office.

3. Responsibilities

3.1 All staff, supply staff, volunteers, visitors, governors and contractors understand safeguarding children is **everyone's** responsibility and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Mr Durning or, in their absence, to Mr Scourfield or Mrs Herath. In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 9).

3.2 Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

3.3 Staff understand the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4 Staff understand vulnerability and that barriers exist when recognising abuse and neglect for children. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children whose parents suffer with poor mental health, including substance misuse

- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement
- Children who are looked and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Abuse, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ group or who are exploring gender identification
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.

3.5. The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

- 3.5.1. Ensure that the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.
- 3.5.2. Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually.
- 3.5.3. Regularly monitor and evaluate the effectiveness of this Child Protection Policy.
- 3.5.4. Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.
- 3.5.5. Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.
- 3.5.6. Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

- 3.5.7. Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand to keep themselves safe.
- 3.5.8. Ensure that school is following the statutory RSE guidance –Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- 3.5.9. Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education 2021** and legislation referred to therein.
- 3.5.10. Ensure resources are allocated to meet the needs of pupils requiring child protection or early intervention.
- 3.5.11. Ensure the DSL completes an Annual Safeguarding Report for Governors, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children. Ensure a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.
- 3.6. It is the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.7. The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2021 must be followed if there were any such concerns. Keeping Children Safe in Education 2021
- 3.8. The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.
- 3.9. The governing body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:
- 3.9.1. Work with the DSL to produce the Child Protection Policy annually.
- 3.9.2. Undertake appropriate safeguarding training, to include Prevent training.
- 3.9.3. Ensure child protection is regularly discussed at Governing Body meetings
- 3.9.4. Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.

- 3.9.5.** Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. The Data Protection Act 2018 and the GDPR do not prevent sharing information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote welfare and protect the safety of children.
- 3.9.6.** Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

Inspecting safeguarding in early years, education and skills settings

Education inspection framework (EIF) - GOV.UK (www.gov.uk)

- 3.10.** All governors must complete safeguarding training on appointment, to also include Prevent training.
- 3.11.** Overall responsibility for the safeguarding of pupils remains with the Headteacher, although tasks may be delegated to other members of the team, including the nominated DSL if appropriate. We have a Designated Safeguarding Lead (DSL) who is responsible for:
- 3.11.1.** Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
 - 3.11.2.** Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
 - 3.11.3.** Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response.
 - 3.11.4.** Establishing a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
 - 3.11.5.** Ensuring all child protection files are held separately from pupils educational records.
 - 3.11.6.** Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
 - 3.11.7.** Being the designated point of contact for staff to be able to discuss and share their concerns. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
 - 3.11.8.** Having responsibility to ensure that cover is arranged outside of term-time during working hours.
 - 3.11.9.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
 - 3.11.10.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
 - 3.12.11.** Providing the Headteacher with an annual report for the Governing Body, detailing how school delivers within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

- 3.12.12. Meeting regularly, at least once a term, with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.
- 3.12.13. Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.12.14. Referring immediately to the Police, using the guidance, *When to call the police*, [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#), for any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, **“Working Together to Safeguard Children 2018”** [Working Together to Safeguard Children 2018](#), **“Keeping Children Safe in Education 2021”** [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

This policy also encompasses all children, adults and working practices in Fraser Youens Boarding House. There are additional specific boarding house guidelines relating to child protection and safe working practices in the Boarding House Handbook for Staff.

We will ensure:

- 4.1 We have a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. Our Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- 4.2 We have Deputy Safeguarding Leads who will act in the DSL’s absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.
- 4.3 All adults (including supply teachers, volunteers and contractors) new to our school are made aware of the school’s policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under **“Keeping Children Safe in Education 2021”** [Keeping children safe in education 2021 \(publishing.service.gov.uk\)](#) and the booklet **“What to do if You’re Worried a Child is Being Abused”** [Stat guidance template \(publishing.service.gov.uk\)](#). They will have these explained, as part of their induction into the school.
- 4.4 Visitors must be:
 - 4.4.1 Clearly identified with visitor passes.

- 4.4.2 Met and directed by school staff.
- 4.4.3 Signed in and out of the school by school staff.
- 4.4.4 Given a safeguarding leaflet to read informing them of how to report a concern.
- 4.4.5 Given restricted access to only specific areas of the school, as appropriate.
- 4.4.6 Escorted by a member of staff as required.
- 4.4.7 Given access to pupils restricted to the purpose of their visit.
- 4.5 All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.¹
- 4.6 All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.
- 4.7 All staff must follow the reporting procedures as follows when reporting any child protection concerns:
 - 4.7.1 Staff must ensure the child is in a safe place and in receipt of support;
 - 4.7.2 Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
 - 4.7.3 Staff must make a written report using the school record keeping process;
 - 4.7.4 Staff can report concerns on CPOMS at <https://rgshw.cpoms.net>. For staff using CPOMS for the first time, guidance can be found in the Safeguarding area on SharePoint. Volunteers and visitors can report concerns on pink RGS Child Protection/Welfare Concern Forms which are available in staff rooms and from the Student Hub.
 - 4.7.5 Staff must ensure the time and date of the incident is recorded;
 - 4.7.6 A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
 - 4.7.7 Use a body map where appropriate to record any injuries seen or reported by the child:

¹ "Keeping Children Safe in Education 2021" states that staff should receive regular training. Buckinghamshire County Council advises that this takes place no longer than 3 years in between refresher training.

- 4.7.8 Staff must sign and date the pink RGS Child Protection/Welfare Concern Form and complete the appropriate boxes on CPOMS.
- 4.7.9 The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved.
- 4.7.10 The DSL must ensure that the child's wishes and feelings are taken into consideration when deciding on next steps.
- 4.8 Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. Parents/carers of students are asked to contact the Attendance Officer on the first and every day of an absence from school. If a student is absent from school without notification from the parent/carer, the Attendance Officer emails the parent/carer on the first day. If there is no response on the second day of absence the Attendance Officer phones the parent/carer and if there is still no response the Attendance Officer contacts a Head of Year to follow-up the matter.
- 4.9 All children attending our school are required to have a minimum of two identified emergency contacts.
- 4.10 Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.
- 4.11 Any absence, without satisfactory explanation, of a pupil currently subject to a child protection or child in need plan is immediately referred to their social worker.
- 4.12 Parents/carers must inform the school if there are any changes to a pupil's living arrangement. The Royal Grammar School has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.
- 4.13 All staff, parents/carers and children are made aware of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. They can do this by contacting the Headteacher or the Safeguarding Governor via the School Office. We acknowledge an individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.14 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. The school must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.
- 4.15 The school operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.

- 4.16 Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).
- 4.17 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Retention of Records

- 5.1 When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.
- 5.2 Records should include:
- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- 5.3 There is a statutory requirement for our school to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.
- 5.4 The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.5 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6. Confidentiality

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

greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

7. Dealing with a disclosure

In the event of a child disclosing abuse staff must:

- 7.1 Listen to the child, allowing the child to tell what has happen in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.
- 7.2 Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.
- 7.3 Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 7.4 Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- 7.5 Reassure the child that they did the right thing in telling someone.
- 7.6 Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 7.7 In the unlikely event the DSL and deputy DSLs not being available, staff are aware they must share concerns with the most senior member of staff.
- 7.8 **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 7.9 The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- 7.10 Following a report of concerns the DSL must:
 - 7.10.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and when to call the police. The rationale for this decision should be recorded by the DSL.
 - 7.10.2 Normally the school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct

a criminal investigation. The child's views should also be taken into account.

7.10.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone in first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family

7.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called. The [NPCC- When to call the police](#) helps designated safeguarding leads to understand when they should consider calling the police and what to expect when they do. The DSL must then notify First Response of the occurrence and what action has been taken.

7.10.5 If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. The DSL should contact First Response to seek advice about informing parents/carers.

8. Multi-agency working

8.1 Schools have a pivotal role to play in multi-agency safeguarding arrangements. The governing body should ensure that the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#).

8.2 When named as a relevant agency and involved in safeguarding arrangements, the Royal Grammar School will co-operate alongside other agencies with the published arrangements.

8.3 the Royal Grammar School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

8.4 the Royal Grammar School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

9. Supporting Staff

9.1 We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

9.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague and/or a representative of a professional body or trade union, as appropriate.

- 9.3 In consultation with all staff, we have adopted a **Code of Conduct** for staff working in our school. This forms part of staff induction and is in the staff handbook. All staff know how to access the **Code of Conduct** to refer to it; it is in the Policies and Safeguarding sections on SharePoint.
- 9.4 All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff **Code of Conduct**.

10. Allegations against staff and volunteers (including Governors)

- 10.1 Here at The Royal Grammar School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.
- 10.2 KCSIE 2021- Part four contains comprehensive guidance covering the two levels of allegations/concern:
1. allegations that may meet the harms threshold
 2. Allegations/concerns that do not meet the harms threshold- referred to for the purpose of this guidance as ‘low level concerns’. (Buckinghamshire Continuum of Need)
- 10.3 All school staff, supply staff and volunteers must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults (See also section 7 above). There must be no 1:1 contact between staff and pupils which is not “open to the casual observer”, including virtual and online interaction.
- 10.4 We understand that a pupil may make an allegation against a member of staff, supply staff or a volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present.
- 10.5 At the Royal Grammar School, we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor has:
- Behaved in a way that has harmed a child, or may have harmed a child
 - Possibly committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.
- 10.6 The Headteacher/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action.
- 10.7 The Head Teacher/Senior Teacher must:

- 10.7.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply teacher or volunteer against whom the allegation is made, as well as supporting other staff, supply teachers and volunteers within the workplace.
- 10.7.2 Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.
- 10.7.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations.
- 10.8 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO without notifying the Headteacher first.
- 10.9 The school will follow the local safeguarding procedures for managing allegations against staff, supply teachers and volunteers, a copy of which can be found in the Employee's Handbook which can be found in the staff area of SharePoint.
- 10.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 10.11 If a suspension is made, restrictions will apply to all staff, supply teachers and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.
- 10.12 Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire County Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.
- 10.13 Should an individual staff member, supply teacher, governor or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11. Whistleblowing

- 11.1 We have a **Whistleblowing Policy** which can be found in the staff area SharePoint under the heading "Policies and Guidance". Staff are required to familiarise themselves with this document during their induction period.
- 11.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

12. Physical intervention/Positive handling

- 12.1 Our policy on physical intervention/positive handling by staff is set out separately, as part of our **Behaviour Policy** and the Staff Code of Conduct.

13. Anti-Bullying

- 13.1 Anti-Bullying is referenced within the **Anti-Bullying Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. The Anti-Bullying Policy is available to all staff, parents/carers and pupils. We also have an Anti-Bullying Charter which is displayed in every classroom.

14. Discriminatory Incidents

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

15. Health and Safety

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 15.2 Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. The school should be notified by the parents/carers regarding whom they have authorised for this task. When students leave the site or return to the site during the school day they must report to the Student Hub. The Sixth Form may leave the site at specified and agreed times.
- 15.3 In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

16. Prevent Duty

- 16.1 We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism. This is as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified. The designated safeguarding lead, deputies and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#), especially paragraphs 57-76, which are specifically concerned with schools.
- 16.2 All school staff and governors have completed Prevent training.
- 16.3 We have in place and monitor appropriate web filtering systems so that pupils cannot view potentially extreme material.

16.4 Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of pupils, which may indicate they are at risk of radicalisation.

17. E-Safety

17.1 All staff are aware of the school policy on **E-Safety** which sets out our expectations relating to:

17.1.1 Creating a safer online learning environment,

17.1.2 Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,

17.1.3 Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sharing of nude and semi nude images.

17.1.4 Use of mobile technology both within school and on school trips/ outings

17.1.5 Use of camera equipment, including smart phones,

17.1.6 What steps to take if there are concerns and where to go for help,

17.1.7 Staff use of social media as set out in the **Staff Code of Conduct**.

17.2 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sharing of nude and semi-nude images exchanged under threat or through coercion.

17.3 Pupils, staff and parents/carers are supported to understand the risks posed by:

17.3.1 the **CONTENT** accessed by pupils

17.3.2 their **CONDUCT** on-line

17.3.3 and who they have **CONTACT** with in the digital world.

17.3.4 **COMMERCE** – risks such as online gambling, inappropriate advertising, phishing and or financial scams

17.4 The Royal Grammar School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material.

17.5 We have a separate **Mobile Phone Policy** which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

17.6 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our pupils.

17.7 Staff use of mobile technology whilst on site is set out in the Mobile Phone Policy and **Staff Code of Conduct**.

17.8 All staff receive awareness training in order to understand the risks children are exposed to online

17.9 Education at home

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

18. Sending nude or semi-nude images

Sending nude or semi-nude images, is one of a number of ‘risk-taking’ behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

18.1 Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

18.2 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#) (www.gov.uk) produced by the UK Council for Internet Safety.

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

19. Peer on Peer Abuse

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

19.1 All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as ‘banter’ or ‘just growing up’.

19.2 All staff recognise that peer on peer issues may include, but may not be limited to:

19.2.1 Bullying (including cyber bullying)

19.2.2 Racial abuse

- 19.2.3 Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- 19.2.4 Sexual violence and sexual harassment
- 19.2.5 Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- 19.2.6 Abuse related to sexual orientation or identity
- 19.2.7 Sending nude or semi-nude images as set out in section 17 (consensual & non-consensual)
- 19.2.8 Upskirting and Initiation type violence and rituals
- 19.2.9 Emotional abuse
- 19.2.10 Abuse with an intimate partner
- 19.3 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.
- 19.4 The following will be considered when dealing with incidents:
 - 19.4.1 Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEN/D, Child Protection/Child In Need or Looked After Children.
 - 19.4.2 Whether the perpetrator has previously tried to harm or intimidate pupils
 - 19.4.3 Any concerns about the intentions of the alleged perpetrator
- 19.5 In order to minimise the risk of peer on peer abuse taking place, school must:
 - 19.5.1 Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
 - 19.5.2 Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
 - 19.5.3 Have systems in place for any pupil to be able to voice concerns
 - 19.5.4 Develop robust risk assessments if appropriate
 - 19.5.5 Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy**, the **Anti-Bullying Policy** and/or the **Peer on Peer Abuse Policy**
- 19.6 We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

- 19.7 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2021** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)

20. Sexual Violence and Harassment

- 20.1. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2021 & the RGS Peer on Peer Abuse Policy, all staff maintain an attitude of **'it could happen here'** and it is never acceptable.
- 20.2. All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.
- 20.3. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

21. Cultural Issues

- 21.1 As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.
- 21.2 Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

22. So Called 'Honour' Based Violence

- 22.1 Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)
- 22.2 Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. The Royal Grammar School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmf@fco.gov.uk
- 22.3 We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)
- 22.4 We recognise both male and female pupils may be subject to honour based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or life style choices.

- 22.5 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.
- 22.6 Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

23. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

- 23.1 At the Royal Grammar School, we recognise that pupils may encounter safeguarding issues that happen in the wider community and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 18.1. All staff, and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 23.2 Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 23.3 In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

24. Serious Violence

- 24.1 All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 24.2 At the Royal Grammar School, we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been

frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/422222/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges.pdf)

25. Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All staff are aware that children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The Royal Grammar School recognise that some groups of children are potentially at greater risk of harm.

26. Children potentially at greater risk of harm

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

- 26.1** Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- 26.2** Local authorities should share the fact a child has a social worker, and the designated safeguarding lead and deputies should hold and use this information so that decisions can be made in the best interests of the pupil's safety, welfare and educational outcomes. This should be considered as a matter of routine.
- 26.3** Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

27. Mental Health

- 27.1 All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 27.2 Only appropriately trained professionals, such as doctors, should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have concerns about a potential mental health issue they must report this to a DSL and follow it up with a written report using the RGS Child Protection and Welfare Concern reporting procedures.
- 27.3 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- 27.4 If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken, following the procedures in this policy and speaking to the designated safeguarding lead or a deputy.

28. Use of Photography

- We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the varied activities our pupils take part in and guidelines for the use of photography at the Royal Grammar School is set out in our **Guidance on Photography**

29. Policy Review

- 29.1 The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix A

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

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

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

Categories of Abuse

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

Physical Abuse

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

Emotional Abuse

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

Sexual Abuse

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

child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The **Brook Sexual Behaviours Traffic Light Tool** can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

Exploitation

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

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

The department provide: [Child sexual exploitation: guide for practitioners](#)

Preventing Radicalisation

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

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

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#).

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office](#).

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Assessment Framework
(from Working Together to Safeguard Children, July 2018)

