Safeguarding & Child Protection Policy

Responsibility for this policy: Executive Principal

Responsibility for its review: FGB

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Contents

1. Introduction

1.1 Chiltern Way Academy is committed to early help, safeguarding and child protection, in order to promote the welfare of all its students and expects all Trustees, governors, staff and volunteers to share this commitment.

Chiltern Way Academy believes a policy on safeguarding and child protection is founded on the right of all children to be safe and feel safe, and that it is the Academy's fundamental obligation to robustly secure this right.

For the purpose of this policy safeguarding and promoting the welfare of children is defined as per Keeping Children Safe in Education, 2023:

- Protecting children from maltreatment
- 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

The definition of children includes everyone under the age of 18.

Safeguarding, Welfare & Attendance Managers will be referred to as SWAMs, Designated Safeguard Leads as DSLs and their deputies as DDSLs.

1.2 This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and in line with:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education, 2023
- Information Sharing Guidance for Safeguarding Practitioners (DfE, 2018)
- Children Missing Education (2016) Statutory Guidance for Local Authorities (2016)
- Statutory Guidance issued under Section 29 of the Counter-Terrorism and Security Act (2015) Prevent Duty Guidance
- Equality Act 2010: guidance - GOV.UK
- United Nations Convention on the Rights of the Child (UNCRC, 1989)
- What to do if you're worried a child is being abused Advice for practitioners (2015)
- The Human Rights Act 1998

1.3 This policy should be read in conjunction with the following Academy policies:
- Anti-Bullying
- Anti-Drug
- Attendance For Learning
- Behaviour
- Children Looked After
- Equalities
- Health & Safety
- Information Technology & Acceptable Use
- Intimate Care
- Lettings
- Lone Working
- Mental Health and Wellbeing
- PSHE – to include RE & RSE
- SEN/Inclusion

- Safer Recruitment
- Staff Code of Conduct
- Supporting Students with Medical Needs
- Visitors
- Whistleblowing

1.4 We believe clear governance and leadership is central to embedding a safeguarding culture. The Trust Board takes its responsibility seriously under **Section 175** of the **Education Act 2002** (Section 157 for independent academies and free schools) to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Trustees and Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1** and **Annexe A** of **Keeping Children Safe in Education (2023)**. They must ensure that there is an auditable system in place to evidence this.

1.5 All staff are required to read and adhere to the **Staff Code of Conduct** which governs behaviours expected of them. All staff are all required to have an understanding of the Academy's **Behaviour Policy** and **Attendance for Learning Policy**.

1.6 We recognise all staff, Trustees 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 Chiltern Way Academy.

1.7 All staff believe our Academy must provide a safe, caring, positive and stimulating environment that promotes the social, physical, and moral development of the individual children.

1.8 The Academy recognises that as well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

1.9 All staff at Chiltern Way Academy understand that children may not feel ready to disclose.

2. Aims
The aims of this policy are:

2.1.1 To support student's development in ways that will foster security, confidence and resilience, free from discrimination

2.1.2 To provide an environment in which children feel safe, secure, valued and respected

2.1.3 Children feel confident that they know how to approach adults if they are in difficulties

2.1.4 To ensure all teaching staff, non-teaching staff and volunteers:

Are aware of the need to safeguard and promote the wellbeing of children

Identify the need for support early to promote wellbeing

Promptly report cases of actual or suspected abuse, in line with national and local county guidance (see Appendix C for local threshold documents)

Are trained to recognise signs and indicators of potential abuse

2.2 To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children

2.3 To acknowledge the need for effective and appropriate communication, ensuring all staff know how and when to share information to protect children in a way that is legal, ethical and timely.

2.4 To ensure Chiltern Way Academy has a clear system for communicating concerns, and a model for open communication between children, teachers, parents/carers and other adults working with children.

2.5 To have a clearly understood structured procedure within the school which will, in cases of suspected abuse, be promptly followed by all members of the school community

2.6 To ensure the Academy has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcomes achieved are dealt with in a timely manner and are clearly and accurately recorded. These records are securely stored.

2.7 To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our Academy.

2.8 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 their own or colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our Academy.

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

2.10 To ensure that all staff are aware that both mental health and physical health are relevant to effective safeguarding and welfare of children.

2.11 This policy is published on our website, under the 'policies' tab and hard copies are available from the school office.

3 Responsibilities

3.1 All staff, visitors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse or suspects that abuse may have occurred or who has a low -level concern about another member of staff will report it immediately to the Campus SWAM. The Campus SWAM is each campus/school's DSL. In their absence concerns should be reported a DDSL. In the absence of both Campus SWAM and DDSLs, concerns should be brought to the attention of the Academy Lead SWAM, another member of the Academy safeguarding team or the most senior member of staff on site. The senior member of staff will seek the support, advice and guidance of the Academy SWAM in the first instance and then another member of the Academy Safeguarding Team. Staff understand that if there is an immediate risk of harm the police and/or children's services will be called directly, and the Campus SWAM will be updated at the earliest opportunity (see referral procedure in sections 4 & 7). Allegations made about a member of staff should reported to either the Head or to the Executive Principal (see section 11). A list of all named safeguarding staff and their contact details can be found in Appendix A.
Further guidance can be found: When To Call The Police (NSPCC)

3.2 Staff must maintain a good working knowledge of the local threshold documents (see Appendix C) and any updates, how they can be used to safeguard and promote the wellbeing of students and how they should be used to inform decision making regarding a referral to Children's Services as soon as there is a significant concern.

3.3 Staff understand that the most common reason for children becoming looked after is the 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. There is a Designated Teacher at every campus/school within the Academy.

3.4 Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children with Special Educational Needs or Disabilities.

3.5 The Board of Trustees and Governing Boards understand and fulfil their safeguarding responsibilities. They must:

3.5.1 Ensure that the CEO, Executive Principal, Heads and Academy Lead SWAM create and maintain a strong, positive culture of safeguarding within the Academy

3.5.2 Ensure that this policy reflects the unique features of the communities we serve and the needs of the students attending our provision. This will be reviewed at least annually in line with changes to guidance and legislation.

3.5.3 Regularly monitor and evaluate the effectiveness of this Safeguarding and Child Protection Policy and be satisfied that it is being complied with.

3.5.4 Appoint a DSL at each campus/school who is a member of the Senior Leadership Team and has the required level of authority and to also appoint at least one DDSL. The Head of campus/school have the overall responsibility for safeguarding within each campus/school which is delegated to the Campus SWAM. The Campus SWAM must report to Head of Campus/School and the Academy Lead SWAM on a regular basis. The Academy Lead SWAM must report on a regular basis to the Executive Principal who has overall responsibility of all campuses/schools. The roles and responsibilities of the SWAMs and DDSLs are made explicit in those post-holders' job descriptions

3.5.5 Recognise the importance of the role of the Campus SWAM, ensuring they have sufficient time, training, skills and resources to be effective. Refresher DSL training must be attended every two 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 Trustee and Governing Boards to have oversight of how the Academy's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Academy Lead SWAM, Executive Principal or Heads of campus/school where there are any identified gaps in practice or procedures are not followed.

3.5.7 Recognise the vital contribution that the Academy can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the Personal Social Health Education (PSHE) curriculum and through relevant Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from 2020) and Health Education

3.5.8 Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.

3.5.9 Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education, (2023)** and legislation referred to therein.

3.5.10 Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.

3.5.11 Ensure the Academy Lead SWAM completes an Annual Safeguarding Report for The Board of Trustees, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children.

3.5.12 Ensure a copy of this report is shared with the Local Authority and the Education Safeguarding Advisory Service, as required, within the specified time frame.

3.5.13 Trustees and Governors will receive safeguarding training, including Prevent, on appointment and then annually.

3.6 It is the duty of the Chair of Trustees, David Mortimer, to liaise with relevant agencies if any allegations are made against the CEO. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO).

3.7 The Trust Board must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.8 The Trust Board has a statutory duty to appoint a Nominated Lead for Child Protection. The Nominated Lead should sit on the Board of Governors and must be familiar with the local Safeguarding Children Partnership

procedures, Local Authority procedures and guidance issued by the Department for Education. There will be a nominated Safeguarding Governor for each campus/school/Academy within the Multi Academy Trust. The details for the Nominated Safeguarding Governor can be found in Appendix A. The Nominated Governor must:

3.8.1 Work with the Academy Lead SWAM to produce the Safeguarding & Child Protection Policy

3.8.2 Ensure that all Trustees and Governors undertake appropriate safeguarding training, including online safety and Prevent Training. This training will occur on appointment and annually thereafter.

3.8.3 Ensure child protection is, as a minimum, an annual agenda item for the Board of Trustees.

3.8.4 Meet at least termly with the Academy Lead SWAM and visit campuses/schools to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.

3.8.5 Be aware that The Date Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

3.9 Overall responsibility for the safeguarding of students remains with Executive Principal but is delegated to the Academy Lead SWAM who is responsible for:

3.9.1 Creating a culture of safeguarding within the Academy, where children are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have concerns for a student.

3.9.2 Ensuring children receive the right help at the right time using the local threshold documents (see Appendix C) to inform plans for support or protection (see Appendix D for definitions of the categories of abuse).

3.9.3 Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the local Safeguarding Children Partnership websites.

3.9.4 Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:

➢ Campus SWAMS and DDSLs must share information internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy

➢ All child protection files are held separately from student educational records.

3.9.5 Maintaining the record of staff safeguarding training.

3.9.6 Ensuring that the Chiltern Way Academy's most up to date Safeguarding & Child Protection Policy is widely available and published on the website, together with the safeguarding statement and other relevant information. Ensuring the safeguarding team contact details and photos are displayed in prominent areas around the Academy and on the website.

3.9.7 Being a designated point of contact, alongside Campus SWAMS for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence SWAMS will ensure another member of the safeguarding team or the most senior member of staff is available. DSLs and DDSLs are trained to the same level within Chiltern Way Academy.

3.9.8 Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term time during working hours.

3.9.9 During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.9.10 Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:

- participating in Strategy discussions
- attending Child Protection Case Conferences
- submitting reports to the conference, which must be shared in advance with the parents/carers
- contributing effectively and taking shared responsibility for core group meetings with all other agencies involved
- engaging fully, as requested, in any other multi-agency planning meetings
- contributing to the Framework for Assessments process
- ensuring coverage is available at all times during the year

3.9.11 The Academy SWAM is responsible for providing the CEO and Executive Principal with an annual report for the Board of Trustees detailing how school delivers on its safeguarding responsibilities and any child protection issues within the Academy. The Board of Trustees will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures

3.9.12 The Lead Academy SWAM will meet at least termly with the Safeguarding Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.

3.9.13 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.

3.9.14 Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Local County Council and local Safeguarding Children Partnerships safeguarding (see Appendix) procedures, **Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2023)** and statutory guidance issued under section 29 of the **Counter Terrorism and Security Act (2015)**.

We will ensure:

4.1 We have a designated member of the Academy Leadership who has undertaken appropriate training for the role. We also have a DSL at each school/campus who has undertaken appropriate training, as recommended by the local Safeguarding Children Partnership. Our DSLs will be required to update their training in accordance with the Learning Pathway agreed by the local Safeguarding Children Partnerships.

4.2 We have multiple members of staff who are Deputy Designated Safeguarding Leads across our schools and campuses who will act in the DSLs' 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, seeking support, where appropriate, from the Academy Lead SWAM or another member of the Academy Trust's safeguarding team.

4.3 All adults (including supply teachers and volunteers) new to our school are made aware of the Academy'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, 2023 and the booklet

[**What to do if You're Worried a Child is Being Abused**](#). They will have these explained, as part of their induction into the school.

4.4 Visitors must be:

4.4.1   Clearly identified with visitor/contractor passes/lanyards

4.4.2   Met and directed by Academy staff/representatives

4.4.3   Signed in/out of the Academy, by Academy staff

4.4.4   Given a Visitors Safeguarding Leaflet to read

4.4.5   Given restricted access to only specific areas of the Academy/campus/school, as appropriate

4.4.6   Escorted by a member of staff/representative as required

4.4.7   Given access to Students restricted to the purpose of their visit

4.4.8   Able to provide ID and DBS if working with students unaccompanied by a member of Academy staff

4.4.9   Provided with a visitor's lanyard, as appropriate

4.5   All members of staff including agency staff, trustees and governors must

4.5.1 complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the Safeguarding Team. Updates must be cascaded to all staff throughout the year, at a minimum of once a year

4.5.2   Understand about the online filtering and monitoring systems in place in the academy

4.6   All parents/carers must be made aware of the Academy'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 make a CPOMS entry to alert the Campus SWAM/Safeguarding of a safeguarding/child protection concern. Where this is considered to require urgent action staff should make an immediate verbal report to the Campus SWAM, followed up by a CPOMS entry.

4.7.3   Staff must ensure the time and date of the incident is recorded accurately

4.7.4   A factual and accurate 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. Opinions should not be expressed.

4.7.5   A body map can be used to record any injuries seen or reported by the child. Injury spots should be numbered and each one should have a description.

4.7.6   The Campus SWAM must ensure that actions are recorded alongside outcomes achieved.

4.8   Through our **Attendance for Learning 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. Reception will make a list of all absent children available to the Campus SWAM promptly at the close of registration. The Campus SWAM will ensure a phone call home in the first instance when a student does not arrive in school and we have not had prior communications about the student's whereabouts. If this is unsuccessful an email will be sent. The Campus SWAM is responsible for ensuring that attendance is then entered onto CPOMS and all actions are followed up accordingly. The Academy Lead SWAM monitors attendance across the Academy on a weekly basis.

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

4.10 Chiltern Way Academy recognises that children absent from education for regular/long periods of time can show safeguarding difficulties.

Any student absent for ten school days, where it has not been possible to make contact with the parent/carer will be reported to the local authority. If the whereabouts of the child is known, they will be reported as a child missing education. If their whereabouts is not known they will be reported as a Child Missing in Education (CME) using the local CME protocol

4.11 Children who do not attend school will be subject to welfare checks. Home-visits will be conducted by a member of Academy staff every four weeks unless the completed risk assessment deems this to be unsuitable. In these instances, a meeting may be arranged to take place outside the home in a public setting.

4.12 Any absence without a satisfactory explanation, of a student subject to a child protection plan or a child in need plan will be reported to the allocated social worker.

4.13 Parents/carers must inform school if there are any changes to a pupil's living arrangement. Chiltern Way Academy has a mandatory duty to inform the local authority, via the local children's social services 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.

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

4.15 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. School must have sight of the up to date **Child Protection Policy** of any organisation hiring the Academy's facilities.

4.16 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.

4.17 Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).

4.18 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 a volunteer has been made, our Academy 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.** The secure online platform, Staffsafe, is used to record any low-level concerns or allegations. This is available to all members of Chiltern Way Academy staff.

5.2 There is a statutory requirement for our Academy to pass any child protection records to the student'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 student's general file.

5.3 The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a student is going to be electively home educated, any child protection files will remain at our Academy in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

5.4 We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

6 Confidentiality

6.1 We recognise that all matters relating to child protection are confidential.

6.2 The safeguarding team may only disclose personal information about a student to other members of staff on a need to know basis.

6.3 Staff must not keep duplicate or keep personal records of child protection concerns. All information must be reported to the Campus SWAM and securely stored on CPOMS, separate from the student's 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 advise them that they, therefore, need to know.

6.5 We will always undertake to share our intention to refer a child to Social Care 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 the local children's social service team 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 happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Staff are trained to engage in active listening.

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 CPOMS, recording: times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must substitute anatomically correct names for body parts used by the child.

7.5 Reassure the child they have done the right thing in telling someone.

7.6 Staff must explain to the child what will happen next and the need for information to be shared with the Campus SWAM. Staff will also ask the child what they would like to happen next.

7.7 In the unlikely event the Campus SWAM and the DDSLs are not available, staff are aware they must share their concern with the Academy Lead SWAM, another member of the safeguarding team or 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. Guidance on when to call the police can be found **NPCC- When to call the police.**

7.9 The child will be monitored and accompanied at all times until a plan is agreed as to how best they can be safeguarded.

7.10 Following a report of concern(s) the Campus SWAM/ DDSL must:

7.10.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Services and/or the police. The rationale for this decision should be recorded.

7.10.2 Normally any concerns about a child's welfare should be discussed with parents/carers and, where possible consent should be obtained before a referral is made into Children's Services. However, in accordance with the DfE guidance this should only be done when it will not place the child at increased risk or could impact on a police

investigation. Where there are doubts or reservations about involving the child's family, the Campus SWAM/DDSL should clarify with the local Children's Services team or the police as to 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 views of the child 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 Academy must contact the local authority` Children's Services, completing a Multi Agency Referral Form (MARF) making a clear statement of:

➢ The known facts

➢ Any suspicions or allegations

➢ Whether or not there has been contact with the child's family

7.11   If the child is in immediate danger and urgent protective action is required the police must be called. The Campus SWAM must then notify the local Children's Services team of the occurrence and what action has been taken.

7.12   If the child needs urgent medical attention a member of the safeguarding team should call 999. The Campus SWAM may be required to seek advice from the local Children's Services team about informing parents/carers.

8 Multi-Agency Working

8.1 We recognise that Chiltern Way Academy has a pivotal role to play in multi-agency safeguarding arrangements. The Academy contributes to multi-agency working in line with the statutory guidance [Working Together to Safeguard Children](#).

8.2 We are aware of the local safeguarding partnerships and will make arrangements to work together with appropriate and relevant agencies to promote the welfare of children. The Academy understands its role in the safeguarding partner arrangements.

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 staff by providing an opportunity to talk through their anxieties with the Campus SWAM, Academy Lead SWAM or other members of the safeguarding team, and to seek further support if necessary. This may be provided by a Head of Campus/School or another trusted colleague, occupational health and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.

9.3 Supervision will be made available for members of the safeguarding team.

9.4 In consultation with all staff, we have adopted a **Code of Conduct** for staff working at our Academy. This forms part of staff induction. All staff know how to access the Code of Conduct to refer to it. The Code of Conduct can be found in the 'policies' section on the website.

9.5 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 Low-Level Concerns

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

o   Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work and

o   Does not meet the harm threshold or is otherwise not serious enough to consider a referral into the LADO

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

- o Being over friendly with children o Having favourites o Taking photographs of children on their mobile phone, contrary to school policy o Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or o Humiliating children

10.2 Chiltern Way Academy understands that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

10.3 Chiltern Way Academy understands that low-level concerns may arise in several ways and from a number of sources, For example: suspicion; complaint; or disclosure made by a child, parent/carer or other adult within or outside the Academy; or as a result of vetting checks undertaken.

10.4 Chiltern Way Academy encourages all low-level concerns to be shared responsibly with the Campus SWAM, Academy Lead SWAM, Head of Campus/School or Executive Principal.

10.5 Chiltern Way Academy uses a secure, online platform, Staffsafe, to record and store all such concerns. Staffsafe is accessible to all staff.

11 Allegations against staff and volunteers (including Trustees and Governors), visitors and contractors

11.1 All Academy staff and volunteers (including supply staff) 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. There should be no 1:1 contact between staff and students which is not open to the casual observer.

11.2 Chiltern Way Academy understands that a student may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head of Campus/School or the Executive Principal or the CEO, if the Head of Campus/ School is not present.

11.3 The Head of Campus/School, Executive Principal or CEO on such occasions must immediately discuss the content of the allegation with the 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.

11.4 The Head of Campus/School, Executive Principal/CEO must:

11.4.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the Academy

11.4.2 Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the Academy

11.4.3 Ensure feedback is provided to the LADO about outcomes of any internal investigations

11.5 If the allegation made to a member of staff concerns the Head of Campus/School, the person receiving the allegation will immediately inform the CEO or Chair of Trustees who will consult with the LADO without notifying the Head first.

11.6 Staffsafe is the secure, online platform used by the Academy to report, manage and store allegations and all actions taken.

11.7 The Academy will follow the local safeguarding procedures for managing allegations against staff and volunteers, a copy of which can be found in the staffroom.

11.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, the Academy will consult with the LADO in making this decision. Guidance will also be sought from HR.

11.9 If suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

11.10 Our lettings agreement for other users requires that the organiser will follow the Local County Council's procedures for managing allegations against staff and where necessary, the suspension of adults from Academy premises.

11.11 Should an individual staff member, trustee, 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 of Campus/School or Executive Principal. In these circumstances the Academy will need to assess whether there is any potential for risk or transfer to the workplace and the individual's own work with children

11.12 Chiltern Way Academy understand that a member of staff may be involved in an incident outside the Academy which did not directly involve children but could impact on their suitability to work with children. In these instances, the Academy need to consider what triggered these actions and follow guidance in point 11.3

11.12 Allegations and concerns raised against visitors and contractors will be reported immediately to LADO

12 Whistleblowing

12.1 Chiltern Way Academy has a Whistleblowing policy which can be found in the staffroom and on the website. Staff are required to familiarise themselves with this document during their induction period.

12.2 All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Head of Campus/School, Executive Principal, CEO or Chair of Trustees, where the concern is about the CEO.

12.3 All staff have access to the Academy's confidential, secure, online platform, Staffsafe, which may be used to make reports

13 Safer Recruitment

13.1 Chiltern Way Academy has strict and robust safer recruitment procedures in place which are managed by the Academy's Business Manager and can be found in the Academy's Recruitment, Selection Retention policy

13.2 All staff involved in the recruitment process have completed Safer Recruitment Training which is updated every three years

13.3 Open online searches are completed as part of the recruitment process for shortlisted candidates

14 Physical Intervention/Care and Control

14.1 Our policy on physical intervention/positive handling by staff is set out separately in our Positive Handling policy.

15 Anti-Bullying

15.1 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 measures.

15.2 Chiltern Way Academy understands how children who identify as LGBTQ+ may be at risk from others and school feel confident they are safe/protected.

16 Discriminatory Incidents

16.1 In line with the **Equalities Act 2010**, the Academy's **Equality and Cohesion Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered through local guidance. In Buckinghamshire, this is the document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools'. In Wokingham it is 'Wokingham Borough Council, Guidance for dealing with racist incidents in schools'.

17 Health and Safety

17.1 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.

~~16~~17.2 Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. All parents/carers must deliver their children to front car parks and collect them from front car parks. Parents/carers are expected to inform us via phone or email if there is to be a change in the arrangement of collection for their child. If a child arrives via school taxi, the children are dropped and collected to and from the agreed and designated area(s).

17.3 Students 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 Academy should be notified by the parents/carers regarding whom they have authorised for this task. Students signing in/out in the school day must do so via the inventory system in reception.

17.4 During handover for extended day, staff on duty must hand over to the extended day staff before being relieved.

17.5 In the event of a pupil going missing during the course of the school day we will follow the Academy's abscond procedure which includes carrying out immediate checks to ensure the pupil is not on site, making contact with the pupil's parents/carers and informing the police accordingly.

18 Prevent Duty

18.1 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 a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

18.2 All Academy staff, trustees and governors have completed Prevent training

18.3 Chiltern Way Academy has an appropriate web filtering systems in place so that students cannot view potentially extreme material.

18.4 Chiltern Way Academy has an appropriate online monitoring system in place which flags any concerning online use and sends real-time notifications to safeguarding staff.

18.5 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

18.6 We recognise that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Radicalisation can occur through many different methods and settings (such as social media, the internet or within the home)

18.7 The SWAMs and DDSLs at Chiltern Way Academy are aware of local procedures for making Prevent referrals and Channel Panel.

19 E-Safety

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

19.1.1 Creating a safer online learning environment,

19.1.2 Giving everyone the skills, knowledge and understanding to help children stay safe online, question the information they are accessing and support the development of critical thinking,

19.1.3 Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sexting (youth-produced sexual imagery),

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

19.1.4.2 Students who wish to use a personal mobile device on trips etc… will be asked to sign a contract of acceptable use

19.1.4.3 Students who wear smart watches are expected to set them to only work as time keeping devices whilst in school

19.1.5 Use of camera equipment, including smart phones,

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

19.1.7 Staff use social media as set out in the **Staff Code of Conduct** and the **Information Technology & Appropriate Use Policy**

19.2 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 sending sexually explicit messages and material, and nudes and semi-nudes exchanged under the threat of coercion.

19.3 Chiltern Way Academy understands that what happens over social media outside of school often spills into school. Students, staff and parents/carers are supported to understand the risks posed by:

19.3.1 the CONTENT accessed by students

19.3.2 their CONDUCT and the conduct of others online

19.3.3 who they have CONTACT with, in the digital world

19.4 Chiltern Way Academy will work with children and their families to support them with instances of cyber-bullying that occurs outside of school hours, as appropriate.

19.5 Where children are being asked to learn online at home the Department for Education has provided advice to support schools to do so safely: safeguarding-and-remote-education

19.6 All Academy computers have both a filtering and monitoring system. The monitoring system used at the Academy is 'Smoothwall'. It sends any concerns directly to the designated safeguarding team members

19.7 Staff's use of mobile technology whilst on site is set out in the **Staff Code of Conduct**

19.8 The **Visitor's Leaflet** sets out what is expected of all visitors with regard to use of mobile technology

19.9 Visitors who log onto the school website will have their online access filtered by the system in place across the Academy; 'Charter House'

20 Nudes & Semi-Nudes

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

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

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

20.3 If the incident meets the threshold, it may be necessary to refer to the police in a timely manner; contact will be made through a Safer Schools Officer, a Police Community Security Officer (PCSO), local neighbourhood police or by dialling 101. We will always endeavour to speak to parents/carers of the students involved prior to any report being made to the police.

21. Child on Child Abuse

Chiltern Way Academy believes that all children have the right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child-on-child abuse.

21.1 All staff operate a zero-tolerance policy to child-on-child abuse and will not pass incidents off as 'banter' or 'just growing up'.

21.2 All staff recognise that child-on-child issues may include, but may not be limited to:

21.2.1 Bullying (including cyber-bullying)

21.2.2 Racial abuse

21.2.3 Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical Harm

21.2.4 Sexual violence and sexual harassment

21.2.5 Upskirting

21.2.6 Abuse related to sexual orientation, gender or identity

21.2.7 Nudes or semi-nudes (see section 19)

21.2.8 Initiation type violence and rituals

21.2.9 Emotional abuse

21.3 The following will be considered when dealing with incidents:

21.3.1 Whether there is a large difference in power between the victim and the perpetrator, i.e size, age, ability, perceived social status or vulnerabilities, including SEND, Child Protection/Child in Need or Looked After Child Status.

21.3.2 Whether the perpetrator has previously tried to harm or intimidate students

21.3.3 Any concerns about the intentions of the alleged perpetrator

21.4 In order to minimise the risk of child on child abuse taking place, the Academy must:

21.4.1 Deliver PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like

21.4.2 Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them

21.4.3.1 Have systems in place for any student to be able to voice concerns

21.4.3.2 All students have access to their school's 'SafeChat' feature which can be accessed via the website in their school's safeguarding. SafeChat allows students to confidentially contact the campus SWAM to tell them something or let them know they need to speak to them. A secure email is sent to the Campus SWAM and a message with useful numbers is displayed on screen to the student. Safechat is available to students at all times but they are reminded in the displayed message they will only get a response, in school during school hours

21.4.4 Develop robust risk assessments, if appropriate

21.4.5 Refer to any other relevant policies when dealing with incidents

21.5 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 Campus SWAM, Head of Campus/School, other member of the safeguarding team or the most senior member of staff.

22 Child on child sexual violence and sexual harassment

22.1 All staff at Chiltern Way Academy understand that child on child sexual violence and sexual harassment occurs in all settings, including outside of school and/or online. We maintain and promote an attitude of 'it could happen here'.

22.2 All staff understand they must respond to all signs, reports and concerns.

22.3 We recognise that even if there are no reports it does not mean that it is not happening – it may just be unreported.

22.4 Any report of sexual violence of sexual harassment will be taken seriously but staff are aware that it is more likely that girls will be the victims and boys the perpetrators

22.5 There is a zero-tolerance approach, and it will never be passed off as 'banter', 'just having a laugh' or 'a part of growing up'.

22.6 All signs, reports and concerns are to be made on CPOMS, following the Academy's normal safeguarding processes

22.7 Victims will be reassured they are being taken seriously and they will be supported and kept safe

22.8 Reference will be made to the following government guidance and part 5 of Keeping Children Safe in Education, 2022, 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

22.9 Chiltern Way Academy understands that often perpetrators of harmful sexual behaviours may have experienced abuse themselves. For this reason, as well as appropriate sanctions and consequences, appropriate support will also be provided.

23 Cultural Issues

23.1 As an Academy we are aware of the cultural diversity of the communities around us, and work sensitively to address the unique culture of our students 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.

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

24 Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse

24.1 Staff at our Academy understand there is a legal, mandatory duty to report known cases of FGM and So Called 'Honour' Based Abuse to the police and they will do this with the support of the Campus SWAM. Mandatory reporting of female genital mutilation: procedural information - GOV.UK

24.2 Staff are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC

24.3 Staff are 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 that some students, due to capacity or additional learning needs, may not be able to give informed consent and this will be dealt with under our child protection processes. Chiltern Way Academy staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fco.gov.uk

24.4 Staff recognise both male and female students 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.

24.5 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

24.6 Any suspicions or concerns for forced marriage are reported to the Campus SWAM who will refer to the local Children's Services or the police if emergency action is required.

25 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 have 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.

25.1 At Chiltern Way Academy we recognise that students 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 student.

25.2 All staff, and especially the Campus SWAMs, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the student's welfare and safety at risk.

25.3 Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

25.4 In such cases the individual needs and vulnerabilities of each child will be considered.

25.5 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.

25.6 All staff are aware of the 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 associated with criminal networks or gangs.

25.7 At Chiltern Way Academy we are aware of the risks to children and will take appropriate measures to manage any situations arising.

26. Serious Violence

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

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

27. Domestic Abuse

27.1 We recognise that children are victims of domestic abuse when they witness it or they themselves are the subject of it. We also recognise that it can be witnessed or suffered at home or in an intimate personal relationship. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children.

27.2 Chiltern Way Academy uses The Domestic Abuse Act, 2021, definition of domestic abuse as being the behaviour of a person towards another person in the following circumstance:

- o Physical or sexual abuse o Violent of threatening behaviour o Controlling or coercive behaviour o Economic abuse
- o Psychological, emotional or other abuse

And that children are victims of domestic abuse in their own right:

- o Where a child sees / hears abuse o Experiences the effects of domestic abuse
- o Is related to the person being abused or the perpetrator

27.3 Every school and campus within Chiltern Way Academy is signed up with the Thames Valley Police Operation Encompass project and SWAMs are trained as Operation Encompass Key Persons. Notifications from Operation Encompass are received and dealt with sensitively and appropriately.

28. Children at greater risk of harm

28.1 We recognise that children may need a social worker due to safeguarding or welfare needs and that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as being educationally disadvantaged. Barriers include attendance, learning, behaviour and mental health.

28.2 The SWAMs and other members of the safeguarding team at Chiltern Way Academy are aware of all children with a social worker and use this information in context so that decisions can be made in the best interests of the child's safety.

29. Use of Photography

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our Academy. We like to have a record of all the wonderful activities our students take part in. Parental permission is required for any external use of photography or film.

30. Mental Health

30.1 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.

30.2 If staff have a mental health concern about a child, they should speak to the Campus SWAM

30.3 All SWAMs are trained Youth Mental Health First Aiders

30.4 Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance: Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

30.5 Chiltern Way Academy has a Mental Health and Wellbeing policy in place

31. Policy Review

The Trust Board of our Academy is responsible for ensuring the annual review of this policy. The date of the next review is on the front cover of this policy.

Appendix A

School Contacts

Chief Executive Officer	Ian McCaul 07717 787 366
Executive Principal DSL	Gary Regan 07887 246 306
Academy Lead Safeguarding Welfare & Attendance Manager (SWAM) DSL	Emma Bryan 07554 415 507 ebryan@chilternway.org

Bierton Campus	
Campus Safeguarding, Welfare & Attendance Manager DSL	Jo Dolder 07508 403 833 jdolder@chilternway.org
Head of Campus DDSL	Alex Power 01296 622 157 Ext: 317
Behaviour Support DDSL	Natalie Knight 01296 622 157

Prestwood Campus	
Campus Safeguarding, Welfare & Attendance Manager DSL	Thomas Stibbs 07508 403 880 tstibbs@chilternway.org
Head of Campus DDSL	Callum Mansell 07377 560 354

Wendover Campus	
Campus Safeguarding, Welfare & Attendance Manager DSL	Louise Mullins 01296 622 157 EXT 271 lmullins@chilternway.org
Head of Campus DDSL	Paul Coffey 07717 787 371
SLT DDSL	Michelle Sweetland 01296 622 157 EXT: 214

Wokingham	
Academy Lead Safeguarding, Welfare & Attendance Manager DSL	Emma Bryan 07554 415 507 ebryan@chilternway.org
Headteacher DDSL	Sarah Stevens 07768 555 614
Deputy Head DDSL	Lauren Fessey 01296 622 157

Safeguarding Governor	Marian Milward mmillward@chilternway.org
Chair of Trustees	David Mortimer dmortimer@chilternway.org

Appendix B

Local Authority Contacts

Berkshire	
Berkshire West Safeguarding Children Partnership (Reading, Wokingham & West Berkshire) The BWSCP does not deliver direct services but is there to make sure that the services provided in the local area effectively safeguard and promote the welfare of children	Esther Blake, BWSCP Strategic Manager Esther.Blake@brighterfuturesforchildr en.org Sherrie Newell, BWSCP Operational Manager
Berkshire West Safeguarding Children Partnership (Reading, Wokingham & West Berkshire)	Sheerie.Newell@wokingham.gov.uk Donna Gray, BWSCP Senior Coordinator Donna.Gray@brighterfuturesforchildr en.org
Bracknell Forest Local Safeguarding Children Board The Board brings together senior and operational staff within local organisations to help co-ordinate services and make certain they work together to keep children safe from harm.	bfsb@bracknell-forest.gov.uk
Royal Borough of Windsor and Maidenhead Safeguarding Partnership Our arrangements are designed to encourage the best safeguarding practice across the Royal Borough by providing clear, consistent and high quality advice and information to protect both children and adults from harm.	Safeguarding.Partnership@rbwm.gov.uk
Referral and Assessment Team Referrals to social care, early help and multi agencies, including children with disabilities. Referrals are assessed by the team and to check the seriousness and urgency of the concerns.	Bracknell : 01344 352 005 Reading : 0118 937 3641 Royal Borough of Windsor & Maidenhead : 01628 683 150 West Berkshire: 01635 503 090 Wokingham 0118 908 8002 Out of hours : 01344 786 543
Local Authority Designated Officer (LADO) The LADO gives advice and guidance to employers and others who are concerned about an adult who works with children including volunteers and agency staff	LADO@wokingham.gov.uk 0118 974 614
Wokingham Schools Hub School bulletin, Safeguarding links, A-Z guide to information and services	

Buckinghamshire

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 383 293
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 383 962 Out of hours: 0800 999 7677
Local Authority Designated Officer (LADO) The 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 382 070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383293
Buckinghamshire Safeguarding Children Partnership (BSCP) – Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
BCC Equalities & School Improvement Manager	01296 382 461
BCC Prevent Co-ordinator	01296 674 784
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service	01494 785 552

Hertfordshire	
Children's Services	0300 123 4043
Families First is the term used in Hertfordshire for services that work together to support families who need extra help. These are also known as early help services.	https://www.hertfordshire.gov.uk/microsites/families-first
Local Authority Designated Officer (LADO) Yvette Morello The LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Hertfordshire	0300 123 4043
Hertfordshire Safeguarding Children Partnership (HCSP) has been set up so that all agencies and organisations who work with children and young people work together to keep children safe.	

Oxfordshire	

Multi-Agency Safeguarding Hub (MASH) IS THE FRONT FOOR TO Children's Social Care for all child protection and immediate safeguarding concerns.	0345 050 7666 Emergency Duty Team : 0800 833 408
Local Authority Designated Officer (LADO) Jo Lloyd The LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Oxfordshire	01865 810 603

Other contacts	
Thames Valley Police	101 999 in case of emergency
Children Adolescent Mental Health Service (CAMHS)	Berkshire : 0300 365 1234 Buckinghamshire : 01865 901 951 Hertfordshire 0800 : 6444 101 Oxfordshire : 01865 902 515
NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape Parent Advise Line (Bullying)	0207 823 5430 Mon – Weds 9.30am – 2.30pm
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmu@fco.gov.uk
Crimestoppers	0800 555 111
CEOP (Child Exploitation and Online Protection)	
Kooth Free, safe and anonymous mental wellbeing supp rt	

Appendix C

Local Threshold Documents

Berkshire West Safeguarding Children Partnership Threshold Guidance
Buckinghamshire Threshold Document
Hertfordshire Continuum of Needs
Oxfordshire Continuum of Needs

Appendix D

Child Protection and Safeguarding

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 who to speak to 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 is they become concerned that a child is suffering or likely to suffer significant harm.

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

Categories of Abuse

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

Physical Abuse

Physical abuse is when someone physically hurts or harms a child, in any way on purpose. It may include: hitting, shaking, biting, punching, throwing, poisoning, burning or scalding, drowning, suffocating, or it may also include making up the symptoms of an illness, or causing a child to become unwell.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child and can involve deliberately trying to scare, humiliate, isolate or ignore a child. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It could be making the child the subject of jokes, shouting at them, name calling, blaming or scapegoating them. A child may be made to perform degrading acts, be controlled, not have a say and not allowed to have friends. These may include overprotection and limitation of exploration and learning. 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

Sexual abuse is when a child is forced or tricked into sexual activities, whether or not the child is aware of what is happening. There are two types of sexual abuse; contact and non-contact. Contact can involve sexual touching (clothed or unclothed) of any part of the body, penetration or rape using a body part or object, taking part in sexual activities, kissing, touching someone else, undressing or oral sex. Non-penetrative acts include kissing, rubbing and touching outside of clothing. Non-contact activities include children being forced to make, view and/or share child abuse images/videos, 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

Neglect is the persistent failure to meet a child's basic needs and is the most common form of abuse. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may be: <u>Physical</u>: Basic needs - failure to provide adequate food, clothing and shelter (including exclusion from home or abandonment). It can be the failure to protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate caregivers)

<u>Educational</u>: Failure to ensure a child has an education

<u>Emotional</u>: Lack of nurture and stimulation, being ignored or isolated

<u>Medical</u>: Failure to ensure access to appropriate medical (and dental) care or treatment.

Exploitation

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

Child Criminal Exploitation (CCE)

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

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

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

- children who regularly miss school or education or do not take part in education

Child Sexual Exploitation (CSE)

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

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

- children who have older boyfriends or girlfriends; and

- children who suffer from sexually transmitted infections or become pregnant.

Child sexual exploitation: guide for practitioners

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

Child on child sexual violence
The Sexual Offences Act 2003 describes sexual offences, which is what sexual violence refers to, as:
- Rape – Penetration of the vagina, anus or mouth without consent
- Assault by Penetration – Penetration of the vagina or anus by a body part or anything else, where the penetration is sexual and there is no consent.
- Sexual Assault – Intentional (sexual) touching of another who has not consented. Sexual assault covers a wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breats/genitalia without consent, can still constitute as sexual assault.
- Causing someone to engage in sexual activity without consent – This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Child on child sexual harassment
Sexual harassment means 'unwanted conduct of a sexual nature'
Whilst not intended to be an exhaustive list, sexual harassment can include:
- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearances and calling someone sexualised names
- Sexual 'jokes' or taunting

- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence) and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    o Consensual or non-consensual sharing of nude or semi-nude images and/or videos. (Taking and sharing nude photographs of under 18s is a criminal offence).
    o Sharing of unwanted explicit content o Sexualised online bullying o Unwanted sexual comments and messages, including, on social media o Sexual exploitation; coercion and threats, and
    o Coercing others into sharing images of themselves or performing acts they're not comfortable with online

Extremism

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

County Lines

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 forms of "deal lines".

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 Mechanism 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.

Assessment Framework (from Working Together to Safeguard Children, 2018)
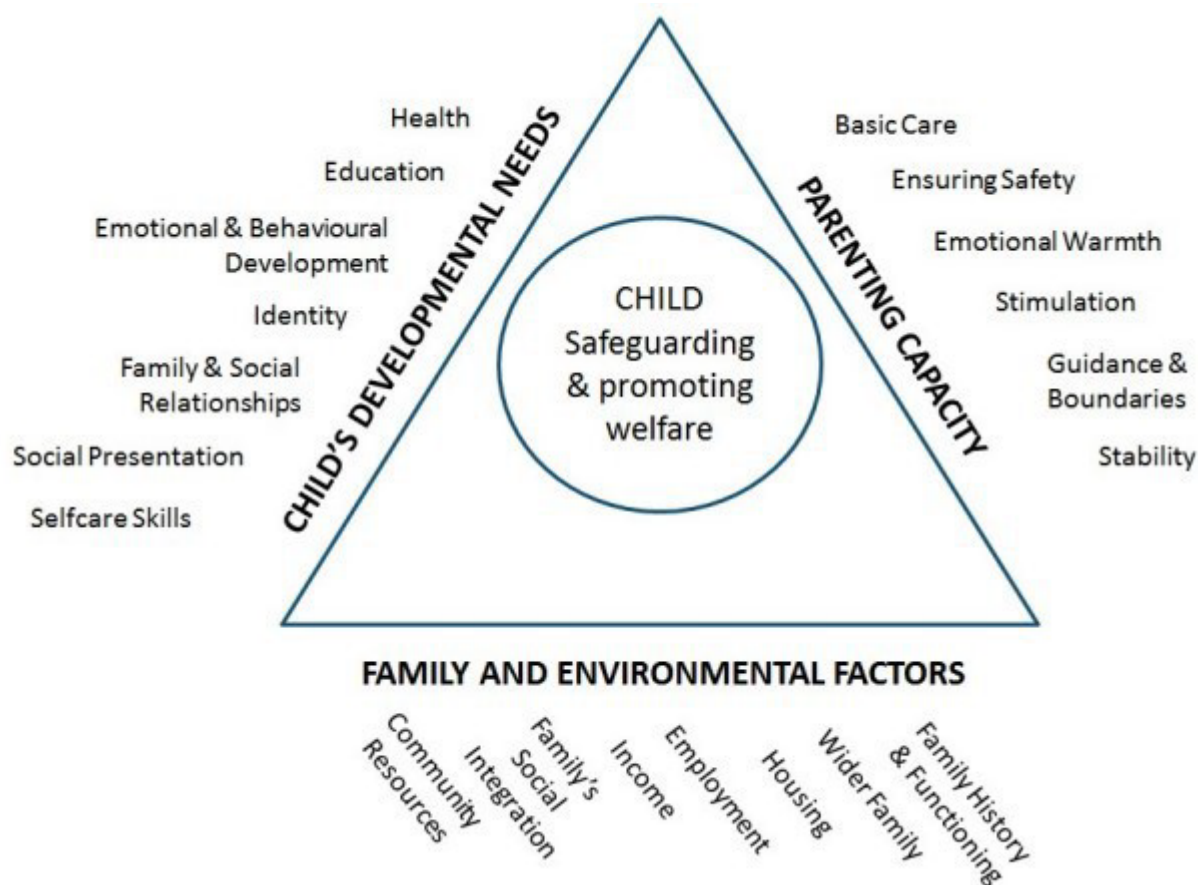
Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

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

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

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