

# Safeguarding and Child Protection Policy 2020-2021

- a) This policy applies to all academies managed by Wootton Academy Trust (WAT)
- b) This policy was adopted in September 2011
- c) This policy is reviewed annually in the summer term.
- d) The reviewed policy is then ratified by the Trust board usually at its first meeting of the next academic year. In 2020 the reviewed policy was ratified at the MAT Board meeting on July 8 2020.
- e) The next review will take place in the summer term 2021



### Associated documentation:

- ❖ The Behaviour Policy (including guidance on use of force & physical Intervention)
- ❖ Whistle Blowing Policy
- ❖ Relationships and Sex Education Policy
- ❖ Acceptable Use Agreement
- ❖ e-Safety and Data Security policy
- ❖ Equality and Dignity at Work Policy
- ❖ Anti-bullying Policy
- ❖ Medical Needs Policy
- ❖ Fire Safety Management Policy
- ❖ Health & Safety Policy
- ❖ Social Media Policy
- ❖ Promoting British Values Policy
- ❖ Staff Code of Conduct/Safer Working Practices
- ❖ Bereavement Policy
- ❖ When To Call The Police Guidance for Schools and Colleges
- ❖ Critical Incident Plan & Lockdown Procedures

OFSTED evidence for:

### Wootton Academy Trust

Designated WAT Director responsible for Safeguarding:	David Clare
WAT Designated Executive Leader overseeing Safeguarding:	Carrie McMorn
WAT Designated Safeguarding Lead [DSL] including PREVENT:	Katy Enser
WAT Deputy DSL [Safeguarding and Early Help Officer]:	Carol Farrant
WAT Deputy DSL [Safeguarding and Early Help Officer]:	Sarah Rydeheard
Designated Teacher for Looked After Children [LAC]:	Katy Enser
Designated governor on WUS Local Governing Board [LGB] for safeguarding:	Sally Knight
Designated governor on KC Local Governing Board [LGB] for safeguarding:	Pauline Kendall

### Roles and Responsibilities

- WAT recognises that **all staff** in an academy, regardless of their role, have a duty to safeguard children and promote their welfare- it is **everyone's** responsibility.
- Our policy applies to the whole academy community, including:
  - o teaching and support staff
  - o governors
  - o directors
  - o pupils
  - o volunteers
  - o visitors working in the academy

### WAT will:

1. **establish environments in which children are safe and feel safe and can learn, develop and have a voice by:**
  - 1.1 Requiring all staff, all Post-16 learners and adult visitors to wear badges identifying them. And by requiring that visitors to the academy are properly checked, supervised and as appropriate challenged. Volunteers, new staff and regular visitors will be issued with a safeguarding and child protection guidance booklet.
  - 1.2 Having *Health & Safety Policies* and procedures (including fire management and lockdown) and ensuring that they are understood and followed by all staff.
  - 1.3 Requiring that the *Physical Intervention and Use of Reasonable Force Policy* is read and understood by all staff.
  - 1.4 Having policies and procedures for dealing with unacceptable behaviour, bullying and racist and other discriminatory incidents or peer-on-peer abuse and ensuring that staff adhere to these policies and promote and model the principles of value, respect, tolerance and acceptable behaviour amongst our learners.
  - 1.5 Issuing all staff upon induction, with WAT's *Code of Conduct document/Safer Working Practices*. Staff will be required to read it and to sign to say that they have read and understood it.
  - 1.6 Requiring staff to realise that the 'relationships and associations' that they may have in the academy and outside (including online) may have an implication for the safeguarding of children in the academy. Where this is the case, the member of staff must speak to the academy.
  - 1.7 Following Department for Education [DfE] and Bedford LSCB procedures for dealing with safeguarding allegations/concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Executive Principal [EP] should be notified immediately. The EP will notify the Local Authority Designated Officer (LADO). Where such an allegation is made against the EP, the matter will be referred to the Director with responsibility for safeguarding who will likewise notify the LADO. The Trust will not attempt to investigate unless authorised to do so by the local authority.
  - 1.8 Having a *Whistle Blowing Policy* which enables staff to raise concerns about poor or unsafe practice.
  - 1.9 Striving to maintain an environment where children feel safe, equal, valued and are encouraged to talk and are listened to. Mechanisms for achieving this include: learner surveys, Student Leaders, online reporting mechanism for anonymised reporting of bullying and other academic and welfare concerns, and by making available to young people a range of welfare support services including a confidential counselling service, a weekly Academy Nursing Service drop in clinic, a fortnightly iCASH

clinic at Wootton Upper School and Kimberley College, key workers for SEND and other vulnerable young people and designated pastoral and welfare support staff.

**2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the Trust. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by:**

- 2.1 Following DfE guidance - as set out in part three of *Keeping Children Safe in Education (2020)* - to ensure that safe recruitment and selection practices are carried out.
- 2.2 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, governors, all others who work in regular contact with children (including volunteers) and for the Board of Directors.
- 2.3 Requiring that, in line with Academy Staffing (England) Regulations 2009, regulation 9, at least one person on any recruitment panel has undertaken safer recruitment training.
- 2.4 Ensuring that no visitor or volunteer in respect of whom no checks have been obtained is left unsupervised or allowed to work in regulated activity. In the case of agency and third-party staff, written notification will be obtained by WAT from their employing agency/organisation that the required checks have been carried out on those staff. It will be the duty of WAT staff commissioning or requesting the visit by third party or agency staff to make arrangements to ensure that the person presenting for work is the person on whom the checks have been made.
- 2.5 Referring staff (paid or unpaid) to the Disclosure and Barring Service: where concerns about their suitability to work safely with children and young people have led to their removal from working in regulated activity, or where they would have been removed had they not left.
- 2.6 Checking in advance that guest speakers and the materials/information they make available, are appropriate and by also ensuring that they will not be allowed to speak to children without a member of staff being present. (This will not include professionals from recognised core partner agencies engaging in regulated activity and with clearly defined policies, roles and responsibilities around safeguarding and welfare).
- 2.7 Adhering to the requirements of Annex E of *Keeping Children Safe in Education (2020)* document which requires safeguarding and promotion of children's welfare during educational visits, including exchanges and homestays. (See Educational Visits policy)

**3. Raise the awareness of children and equip them with the skills and knowledge needed to build resilience and keep healthy and safe by:**

- 3.1 Including opportunities through assemblies, briefings and the PSHCE and Guidance curriculum for children to develop the skills they need to make healthy choices, to recognise and stay safe from abuse and to recognise the signs and identify ways to support peers who may be at risk. (This will include education and guidance about peer-on-peer abuse, the dangers of 'sexting' and online communication.)
- 3.2 Promoting fundamental British values (of democracy, rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) through: assemblies, PSHCE, RS and Guidance Curriculum, Behaviour Policy, Staff Code of Conduct and Equality and Dignity at Work Policy (leading through example), Student Leadership, visual displays, expectation on staff to challenge inappropriate behaviour, mechanisms for anonymous reporting by learners and by providing an empowering education.

- 3.3 Ensuring that children know that there are adults in their school and college whom they can approach if they are worried. This will be the specific responsibility of tutors, Year Leaders, Key Workers, Pastoral Support Officers, Pastoral Tutors and Pastoral Managers, especially at the point of joining an academy in WAT as part of the learners' induction and also when key staff change.
  - 3.4 Having systems in place in WAT academies to allow young people to report peer on peer abuse, behaviour which makes them feel unsafe (or impacts negatively on learning) or other welfare or safety concerns e.g. access to an electronic reporting system.
  - 3.5 Giving all learners in each academy access to safeguarding information and resources.  
In partnership with iCASH, hosting a regular confidential Sexual Health Services clinic for young people at WAT academies.
  - 3.6 Having a Sex and Relationships Education programme.
  - 3.7 Having a weekly drop in clinic run by the academy nurse.
  - 3.8 Encouraging and maintaining links with specialist support workers from partner agencies to provide education and/or support for young people, either by way of whole academy events or by targeted referrals (e.g. drug and alcohol support services, Young Carers, prevention of sexual exploitation e.g. iCASH and Link to Change).
- 4. Have in place procedures for all staff to identify and respond effectively to welfare concerns and harm/risk of harm to children and ensuring that all staff are aware of such procedures. We will do this with reference to *Keeping Children Safe in Education (2020)* LSCB online *Inter-Agency Procedures* and *Working Together to Safeguard Children (2018)* by:**
- 4.1 The academy will allocate a member of its senior leadership team to the role of 'DSL', supported by WAT designated staff. The DSL will have the ultimate lead responsibility for safeguarding and child protection in the academy and be the designated 'PREVENT Duty' lead.
  - 4.2 The DSL will be supported in their specific safeguarding activities by the Deputy Designated Safeguarding Leads (Safeguarding and Early Help Officers); Year Leaders, Pastoral Support Officers and Pastoral Managers will also support the designated staff in their safeguarding roles.
  - 4.3 All academy designated staff, including DSLs will undergo updated child protection training every two years as a minimum. In addition to their formal training, they will be required to keep up to date with developments relevant to their role, at regular intervals, but at least annually by, for example by attending local safeguarding network meetings and reading e-bulletins.
  - 4.4 The Trust will nominate a Director to be responsible for safeguarding; the director will ensure a member of each academy's Local Governing Board meets at least termly with the relevant DSL to review safeguarding policies, procedures and practices regularly.
  - 4.5 The academy will ensure that staff receive a copy of this policy and are required to read it each time it is updated and reviewed (*normally annually*). This will be the responsibility of the WAT DSL in collaboration with the WAT CPD lead.
  - 4.6 The DSL is responsible for ensuring that processes are in place to provide all staff with:
    - 4.6.1 a safeguarding briefing and complete the safeguarding e-learning programme (to include online safety) and PREVENT online training as part of their induction
    - 4.6.2 access to refresher/update training as required or in any case, every 2 years as a minimum.
    - 4.6.3 regular (normally termly) safeguarding and child protection updates [e.g. by email and briefings].

- 4.7 The DSL is responsible for ensuring that processes are in place to provide all staff with:
- 4.7.1 Wootton Academy Trust's Safeguarding and Child Protection Policy (which includes in Appendix 1 the Child Missing in Education policy).
  - 4.7.2 Part one of Keeping Children Safe in Education [2020]
  - 4.7.3 Wootton Academy Trust's Staff Behaviour Policy/Code of Conduct document.
  - 4.7.4 WAT 'Information for Visitors, Volunteers, Directors, Governors and Newly Appointed Staff' booklet
  - 4.7.5 Academy leaders and staff who work directly with children should additionally read Annex A of Keeping Children Safe in Education (2020).
- 4.8 All academy staff are required to sign to say that they have read and understood the responsibilities placed on them by these documents. These signed statements will be retained by the Trust's HR Office with their staff records.
- 4.9 All academy staff are trained to be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm and there are many forms [see Appendix 5]
- 4.10 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should act on any mental health concerns that are also safeguarding concerns by logging concerns on CPOMS and speaking to the DSL or deputies.
- 4.11 Staff should be aware that only trained professionals should make a diagnosis of a mental health problem, but acknowledge that staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
- 4.12 Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it is key that staff are aware of how these experiences can affect children's mental health, behaviour and education. The DSL and their deputies will share information where necessary to aid awareness.
- 4.13 The academy will be vigilant to child exploitation, including criminal (including county lines), sexual and radicalisation (page 85 of KCSIE 2020), and will always endeavour to consider the wider environmental factors in a child's life that may be a threat to their safety and/or welfare. This is known as contextual safeguarding.
- 4.14 The academy will maintain its own age-appropriate policy on learners' use of mobile phones.
- 4.15 The academy will always have at least one member of the designated safeguarding team available to discuss safeguarding concerns during term time and ensure that arrangements are in place for out-of-hours and out-of-term activities.
- 4.16 The academy will require **all** staff and volunteers, to report **any** safeguarding or welfare concerns, in writing, to a Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This academy will communicate this expectation through regular training/briefings and will explicitly include the requirement to promptly report peer-on-peer abuse. The preferred method for staff communicating these concerns in writing is via CPOMS; however, staff without access to CPOMS should record their concerns either by other electronic method to the safeguarding lead or deputy in the or in a hand-written document given to the DSL in the academy or deputy, if appropriate. If neither are available, then the matter should be reported to a member of the senior leadership team at the appropriate academy. Where there is a safeguarding issue which requires an urgent response this should be reported verbally to a member of the designated team immediately and followed up with the written report.

- 4.17 The academy will require the member of staff initially identifying peer-on-peer abuse to be responsible for ensuring that immediate steps are taken to protect the victim. Abuse is abuse and should not be tolerated or passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up’.
- 4.17.1 Longer term strategies to support and protect any peer-on-peer victim, deal with the perpetrator, communicate with parents/carer and as appropriate to enlist the support of other agencies, in an academy will be the responsibility of the senior leader in charge of behaviour in consultation with the DSL. This should follow an investigation led by the appropriate pastoral team.
- 4.17.2 The academy will ensure that support plans for victims of peer-on-peer abuse are individually tailored to respond to the unique needs of each child. However, the child’s own views on how they may be best supported must be sought and given due consideration in every case. (See Appendix 6.)
- 4.17.3 Records of peer-on-peer abuse will be held confidentially within the CPOMS system.
- 4.18 The academy’s usual process for referring concerns to Children’s Social Care is via designated staff; however, in line with statutory guidance in *Keeping Children Safe in Education* (2020), staff will be made aware that **anybody can make a referral**. This might, for example, arise where a designated staff member is not immediately available, or where a member of staff feels that the actions of a designated person have been insufficient.
- 4.18.1 When academy staff refer to Social Care directly, they should refer to the Local Authority in which the child is resident (normally, either Bedford Borough or Central Bedfordshire, Appendix 3 refers).
- 4.18.2 When academy staff refer to Social Care directly, they should inform the DSL as soon as possible. Whenever a non-designated member of staff makes a referral to Social Care, the academy will ensure that he/she is supported in understanding any subsequent post-referral processes he/she may be required to participate in, by a member of the designated team.
- 4.19 Academy staff will be made aware of the ‘early help’ process and their role in it through training. This will particularly involve the identification, assessment and reporting of emerging problems and may in some cases include acting as the lead professional in undertaking an early help assessment.
- 4.20 It will be the role of the academy’s DSL [and deputy DSLs] to support and guide staff engaging in early help assessment and inter-agency working.
- 4.21 Academy staff will be made aware of the particular vulnerabilities of children with SEN and disabilities and the additional barriers which can exist when recognising abuse and neglect in this group through training. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
  - being more prone to peer group isolation than other children;
  - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
  - being more vulnerable to child exploitation than other children; and
  - communication barriers and difficulties in overcoming these barriers.
- 4.22 There are circumstances when it is appropriate for academy staff to use ‘reasonable force’ to safeguard children and young people. This term covers a range of actions used by staff that involve a degree of physical contact to control or restrain a child, and this means ‘no more force than is needed’. This could be passive physical contact, e.g. blocking a pupil’s path, to active physical contact, such as leading a child out of a room by their arm. WAT procedures are found in the academy’s Behaviour Policy.

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- 4.23 Academy staff will be informed of their duty to ensure details and records of safeguarding issues are treated with the utmost confidentiality with information being passed only to the academy's DSL or their Deputy or the Academy Head or Academy Deputy Head.
- 4.24 Academy staff will be trained to advise children making disclosures that as a member of the academy's staff they cannot keep disclosures confidential in respect of any potential safeguarding matter.
- 4.25 In accordance with national and local information sharing protocols, the academy will share safeguarding information on a 'need to know basis' in order to monitor, support and protect children thought to be at risk of harm. Fears about sharing information must not be allowed to stand in the way of the need to promote welfare and protect the safety of pupils. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- 4.26 The academy will take a child-centred approach to safeguarding considering at all times what is in the best interests of the child.
- 4.27 The DSL is responsible for co-ordinating written records in respect of all children for whom safeguarding concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, will be kept securely and separate from the main pupil file.
- 4.28 The academy's SIMs system and CPOMS will indicate arrangements around parental responsibility, parental contact, court orders and arrangements whereby a child is 'looked after' (in care) or previously 'looked after'.
- 4.29 The DSL is responsible for ensuring that processes are in place for looked after and previously looked after children are monitored academically and pastorally, and that requests for support from agencies are promptly made.
- 4.30 All academy staff are responsible for promoting a culture of professional challenge (challenge and be challenged) in the academy's safeguarding practice. If a member of the academy's staff believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded by them and where possible on relevant minutes and case papers held by other professionals involved; they will also escalate the matter, as per the Local Safeguarding Children Board (LSCB) escalation procedures.
- 4.31 The academy will provide and, as appropriate, solicit additional support from other professionals, for all vulnerable children including those with disabilities, those with minority status, those vulnerable to radicalisation, extremism, sexual exploitation, criminal exploitation and those with a history of abuse.

Where a child is believed to be a child in need of 'early help' or additional support/services and where the threshold for significant harm or Children's Services Social Care intervention is not met, the academy will seek the consent of parents/carers/child/young person (as appropriate) to assess needs and solicit support as appropriate. Needs may sometimes be met within the academy community or, by making a single agency referral or through multiagency collaboration via the 'Early Help Assessment' (EHA), Building Resilience in Families (BRIF) panel and Team around the Child/Family (TAC/TAF) process as appropriate.

- 4.32 The academy will develop effective links with agencies which provide support to its vulnerable children and co-operate as required with the enquiries of agencies regarding child protection matters.
- 4.33 The academy will provide advice and support to all academy staff dealing with a child for whom their concerns are stressful and upsetting. This will be the responsibility of the academy's DSL and their deputies.
- 4.34 The academy will support the Local Authority's policies and procedures on academy attendance and children missing education (see Appendix 1).

- 4.35 The academy will provide training to make staff aware of child criminal exploitation and County Lines.
- 4.36 The academy will follow LSCB procedures with regards to sexually active young people (as per the academy's Sex and Relationships Guidance provided in Appendix 4).
- 4.37 The academy will have procedures and guidance in place (in the academy's Sex and Relationships Guidance provided in Appendix 4) for dealing with pupils' self-generated indecent images (sexting) and risks posed by new technologies (see E-Safety and Data Security Policy).
- 4.38 The academy will train staff to ensure they are aware of their responsibilities under section 74 of the Serious Crime Act 2015: that is the requirement for them to report, to the police, any act of female genital mutilation which appears to have been carried out on a girl under 18 which is revealed through the course of their work in the profession.
- 4.39 The academy will train staff to ensure they are aware of their responsibilities under section 26 of the Counter-Terrorism and Security Act 2015, to PREVENT people from being drawn in to terrorism. Academy staff will always report concerns regarding risk of/vulnerability to radicalisation and extremism to the DSL promptly using the usual methods for reporting safeguarding concerns as outlined in paragraph 4.13.
- 4.40 The academy will signpost and as appropriate refer students aged 18 or over, to adult support services.
- 4.41 The Academy will designate a school/post-16 Single Point of Contact plus additional D.A.N.S officers, to receive information as outlined in the Domestic Abuse Notification Scheme information sharing agreement. This information sharing agreement will be reviewed annually once information has been received by the nominated D.A.N.S officers at each academy. They will become the responsible parties for holding and disseminating the information to specific and relevant members of staff who need to know.
- 4.42 Information received through the Domestic Abuse Notification Schemes (for both Bedford Borough and Central Bedfordshire) may be disclosed by the academy to any appropriate social worker/professional involved with the family; but must not be disclosed to any other third party.
- 4.43 Staff will be aware of the guidance published by the National Police Chiefs' Council regarding when to call the Police. When the decision is made to report an incident to the police for investigation, due to the seriousness of the incident or for other aggravating circumstances, the school or college should cease their own investigation, having asked only enough questions to establish the basic facts of the incident. Every effort should be made by the school or college to preserve any relevant evidence. Where further support is required, staff should contact the DSL or one of their deputies.

**5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children who are looked after), where appropriate, in accordance with their agreed care/child protection/education plan by:**

- 5.1 The academy will recognize that children with behavioural, educational, or emotional difficulties and children with disabilities or who are looked after or previously looked after, are most vulnerable to abuse. The academy will ensure that staff who support these pupils are trained to be aware of the need for increased vigilance.
- 5.2 The academy will designate a senior leader, usually the DSL, to promote the educational achievement of children who are looked after, previously looked after, left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside England and Wales.
- 5.3 The academy will maintain close communication between designated staff and allocated social workers and ensure that the social worker is informed of any issue that gives the academy cause for concern.

- 5.4 The academy will have processes and procedures to monitor closely and support any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- 5.5 The academy will complete processes and procedures as required in accordance with a child protection/care/personal education plan.
- 5.6 The academy will have processes and procedures to ensure that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored. This will usually be the responsibility of the academy's Attendance Lead and Education Welfare Officer.
- 5.7 The academy will notify the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCB *Inter agency Safeguarding Policy on Private Fostering* (2011). (See appendix 2 for definition of 'private fostering')
- 5.8 The academy will refer pupils at risk of radicalisation and extremism to police Prevent coordinator and/or the relevant local authority for referral to Channel.
- 5.9 The academy will have a process and procedure to ensure that a **copy** of a pupil's safeguarding/child protection file (where one exists) is securely transferred in a timely fashion to the Designated Safeguarding Lead at the receiving academy/college when a pupil transfers. This procedure will include transferring the file separately from the main pupil record and obtaining a written acknowledgement of receipt. The academy will retain the original file. Usually the Safeguarding and Early Help Officers will be responsible for completing this procedure.
- 5.10 In the case of any child with an allocated social worker, the academy will ensure that the Safeguarding and Early Help Officers will be responsible for notifying the social worker, or their office, of any significant change in that child's circumstances, including any changes to arrangements at their academy. In the case of Looked After Children (LAC), a member of the safeguarding team will be responsible for providing information and attending LAC reviews. PEP reviews will be attended by the appropriate Year Leader.

**6. Having measures in place to facilitate and promote the safe use of technology:**

- 6.1 The academy will have an E-Safety and Data Security policy which will be reviewed annually and which includes information on the use of mobile technology.
- 6.2 The academy will abide by the policy on the appropriate use of mobile phones by staff, volunteers or student teachers found in Appendix 6.
- 6.3 The academy will have processes and procedures to keep electronic data we hold about children and families secure as detailed in our E-Safety and Data Security policy.
- 6.4 The academy encourages all staff to use the remote access when working away from the Trust's sites, however, if this is not possible then mobile storage devices should be encrypted.
- 6.5 The academy will promote e-safety awareness amongst children through the curriculum, PSHE/Guidance sessions, assemblies, usage monitoring and ensuring that all members of the academy know their access rights and responsibilities in using ICT through the Acceptable Use Agreement. The academy will ensure that parents/carers are informed of the promotion of e-safety awareness.
- 6.6 The academy will conduct an annual review of Wootton Academy Trust's Acceptable Use Agreement.
- 6.7 The academy will ensure that its internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which

promotes violence or attacks on individuals or institutions, including on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds or which promotes extremism or radicalisation).

- 6.8 The academy requires all academy staff with access to ICT to act responsibly and to take appropriate steps to select and secure passwords as highlighted in the E-Safety and Data Security policy.
- 6.9 The academy will make all staff and pupils aware that ICT activity and on-line communications is monitored, including any personal and private communications made via the trust's networks through the Acceptable Use Agreement. The academy will ensure that the WAT Acceptable Use Agreement is signed before access to the IT network is granted. Individuals misusing their network access are liable to disciplinary sanctions.
- 6.10 The academy will make referrals, as appropriate, to other agencies (e.g. police, social care or local authority designated officer) where telecommunications equipment is misused, causing or risking harm to the user, themselves or another person.
- 6.11 The academy will ensure that all staff and pupils are aware that they have a responsibility to report e-safety or e-security incidents via our Acceptable Use Agreement and E-Safety and Data Security policy.
- 6.12 Academy staff will report incidents using the current reporting procedure [i.e. CPOMs system or Class Charts depending on the nature of the incident].
- 6.13 The academy will have processes in place to review the safe use of technology information risks, practices and procedures. Throughout the year immediate changes to policy and procedure will be made in light of new incidents and emerging risks. The governor responsible for safeguarding will review the log of incidents and identified risks and accompanying action plans.

#### **7. We will monitor and review our safeguarding practices and procedures in line with this policy by:**

- 7.1 Ensuring accountability by placing ultimate responsibility for safeguarding and this policy with the Board of Directors and responsibility for the implementation of this policy with the Local Governing Boards and Academy Heads. Academy Heads will present an annual report on safeguarding within their academies to the Local Governing Board.
- 7.2 Ensuring that designated Safeguarding Governors have termly meetings with the academy Designated Safeguarding Lead, and the Trust's Director for Safeguarding have termly meetings with the Designated Safeguarding Lead, in order to monitor and assess the effectiveness of the academy's responses to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.
- 7.3 Ensuring that each academy has an annual Safeguarding Improvement Plan whose development and implementation will be the responsibility of the Designated Safeguarding Lead.
- 7.4 Seeking the feedback of pupils in the academy who have accessed specific safeguarding services.
- 7.5 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- 7.6 Reviewing this policy on an annual basis.

#### **This Policy links to the following sources of local and national guidance and legislation:**

- ❖ Keeping Children Safe in Education (DfE: 2020)
- ❖ Working Together to Safeguard Children (DfE: 2018)
- ❖ What to do if you're worried a child is being abused (HM Government: 2015)
- ❖ Use of reasonable force: Advice for head teachers staff and governing bodies (DfE: 2013)

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- ❖ Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (HM Government: 2018)
  - ❖ Sexting in academies and colleges: responding to incidents and safeguarding young people (UKCCIS: 2016)
  - ❖ Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE 2017)
  - ❖ LSCB online procedures (<http://bedfordscb.proceduresonline.com/>)
  - ❖ LSCB Professional Disagreement and Escalation Procedures
  - ❖ Revised Prevent Duty Guidance: for England and Wales (HM Government: 2019)
  - ❖ Section 175/157 Education Act 2002
  - ❖ Children Act 2004
  - ❖ Children Act 1989
  - ❖ Supporting pupils at School with Medical Conditions (DfE: 2015)
  - ❖ Children & Families Act 2014
  - ❖ Safeguarding Vulnerable Groups Act 2006
  - ❖ Protection of Freedoms Act 2012
  - ❖ Academy Staffing Regulations 2009
  - ❖ Education & Inspections Act 2006 Sections 85-93
  - ❖ Section 5B of the Female Genital Mutilation Act, as inserted by section 74 of the Serious Crime Act 2015
  - ❖ Section 26 of the Counter-Terrorism and Security Act 2015

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**Appendix 1**

**Child Missing in Education Policy (Extracts from the Bedford Borough Guidance March 2019)**

**DEFINITION FOR CHILDREN MISSING EDUCATION**

**The national definition of a children missing education is:**

- ❖ Children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more).

**CHILDREN AND YOUNG PEOPLE GO MISSING FROM SCHOOL FOR MANY REASONS**

**These can include:**

- ❖ Failing to start appropriate provision and never entering the education system e.g. new to area and no application is made to school, unable to find a suitable school place;
- ❖ Ceasing to attend, due to illegal unofficial exclusion or withdrawal; removal from roll with no named destination;
- ❖ Pupils with an Educational Health Care Plan (EHCP) awaiting an appropriate placement;
- ❖ Those pupils offered alternative provision but not accessing this provision.

**SYSTEMS USED TO REDUCE THE RISK OF CHILDREN BECOMING CME [Children Missing Education]**

**These include:**

- ❖ Behaviour and Attendance Team supporting academies to undertake regular audit of their registers;
- ❖ Regular Truancy Sweeps by the Education Welfare Service (EWS) and Police;
- ❖ Sharing and receiving information from other agencies e.g. EWS;
- ❖ All Bedford Borough Schools including academies, free schools, independent schools and Pupil Referral Units, Travellers Education Service, Youth Offending Service, Primary Care Trust Staff, Social Care colleagues working together to identify those at risk becoming CME;
- ❖ Ensuring all partner agencies have access to updated leaflets circulated on CME;
- ❖ Continuing to develop procedures that identify CME through liaison with other LA's and access to national databases School to School (S2S);
- ❖ Raising awareness, through publicity, to the general public regarding CME and every child's right to education. (e.g. leaflets, posters, articles in local press);
- ❖ Putting measures in place to re-engage CME, e.g. referrals to the EWS and to relevant education panels for further professional support.

**ROLE OF THE CHILDREN MISSING EDUCATION OFFICER (CMEO)**

**The role of the CMEO is to ensure that all children identified within Bedford Borough find an education and ensure correct procedures are followed as listed below:**

- ❖ Ensure accurate recording of data and actions that identifies CME;
- ❖ Maintain and update the CME Database;
- ❖ Undertake the tracking process of CME;

- ❖ Co-ordinate casework and contribute to assessment to determine appropriate provision for a child;
- ❖ Provide relevant data as required and an annual report;
- ❖ Raise awareness of procedures via presentations and training to teams on referral routes and circulating leaflets to professionals and public;
- ❖ Reminding schools of the Education (Pupils Registration England) Regs 2006 [amended 2016] regarding the removal of children from school rolls and the need to create a Common Transfer File (CTF) (uploaded onto the DFE S2S secure website) when a child has left school to an unknown destination.

#### NOTIFICATION AND REFERRAL ROUTES

##### **It is the responsibility of all agencies to alert the CMEO when they believe:**

- ❖ A family has moved into Bedford Borough and the children are not, or do not appear to be, accessing education;
  - ❖ It is known that a child is not on an academy roll or accessing an alternative education provision;
  - ❖ Where another Local Authority contacts Bedford Borough seeking help regarding a child missing from their LA who they believe now lives in Bedford Borough or there are child protection concerns;
- CMEO will check the LA held databases, including Pupil Support Services, Admissions, Appeals Tracker and Azeus (Social Care database) and other relevant council departments e.g. Council Tax.
  - CMEO will ensure recording of data and undertake the process of tracking CME.
  - Details recorded will include: date of referral, any assessment, provision determined and when accessed.

##### **The 2 referrals routes are outlined below:**

#### REFERRAL ROUTE 1

- ❖ The e-form is to be used by all schools in Bedford Borough for compulsory school aged children who have possibly gone missing;
- ❖ The 'Possible Missing Referral Form' has been placed on the internet [www.bedford.gov.uk](http://www.bedford.gov.uk) and the direct link is [www.bedford.gov.uk/possiblemissingchild](http://www.bedford.gov.uk/possiblemissingchild)
- ❖ 'Please note: notifications off roll forms will be processed by the Corporate Policy & Performance Management within 5 working days'

#### REFERRAL ROUTE 2

- ❖ The e-form is to be used by all agencies, other Local Authorities and the general public when they believe a compulsory school age child is not receiving any form of education;
- ❖ The 'Children Missing Education Referral Form' has been placed on the Internet [www.bedford.gov.uk](http://www.bedford.gov.uk) and the direct link is [www.bedford.gov.uk/notforschoolcme](http://www.bedford.gov.uk/notforschoolcme)
- ❖ The CMEO can be contact on: Tel: 01234 228178 (direct line)  
E mail: [childrenmissingeducation@bedford.gov.uk](mailto:childrenmissingeducation@bedford.gov.uk)

### CROSS BORDER ARRANGEMENTS

- ❖ Bedford Borough Council [BBC] has protocols with other LAs regarding referrals where children attend schools in Bedford Borough but live in another LA. If such a child is missing from education from a Bedford Borough school, the EWS will refer to the CMEO of the LA in which the child resides;
- ❖ If a child is permanently excluded from a Bedford Borough school but lives in another LA, the home LA is alerted to provide interim support;
- ❖ If a child is absent from school due to long term medical needs or pregnancy, the EWS will inform the home LA EWS to access support for the child. Details will be logged on the CME database until education support is identified.
- ❖ Details of children stopped during a Truancy Sweep will be sent to the CMEO in the child's home authority and/or school;
- ❖ Information will be shared with the home LA on any legal action taken or any Parenting Order or Education Supervision Order made by Bedford Borough.

### ELECTIVE HOME EDUCATION (EHE)

- ❖ Parents must ensure their children receive suitable full time education either by regular school attendance or otherwise (section 7 of the Education Act 1996). Some parents may choose to educate their child at home themselves. Process Chart 1 will be followed for any child referred to the CMEO who has moved into Bedford;
- ❖ When parents withdraw their child from school to EHE, the child's name can only be deleted from the admissions register when the parents inform the school in writing (section 8 (d) of the Education (Pupil Registration) Regulations 2006 amended 2016) giving reasons for decisions. The Head Teacher/Governor must inform the LA of withdrawal together with reasons before the child's name is deleted;
- ❖ In Bedford Borough, the Early Help Service is responsible for monitoring the education of EHE children. The Senior Inclusion Support Officer will determine that the provision of home education is unsatisfactory and may consider issuing a School Attendance Order.

### Responsibilities of all Educational Provisions

- ❖ Schools also have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences. Academies, free schools and independent schools have a similar safeguarding duty for their pupils;
- ❖ Schools have a key role in ensuring that children do not become CME. All schools are required to have an admission register and place pupils on the register;
- ❖ From 1st September 2016, under The Education (Pupil Registration (England) (Amendment)) Regulations 2016, all schools (including academies and independent schools) are required to:
  - Inform their LA when they are about to delete a pupil's name from the admission register under all fifteen grounds. *This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.*
  - When removing a pupil's name, the notification to the local authority must include:
    - (a) the full name of the pupil;
    - (b) the full name and address of any parent with whom the pupil normally resides;
    - (c) at least one telephone number of the parent;
    - (d) the pupil's future address and destination school, if applicable, and
    - (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii)

**The following is an extract from The Education (Pupil Registration (England) (Amendment) Regulations 2016 which sets out the FIFTEEN grounds for deletion from roll.**

Deleting a pupil of compulsory school age from the school admission register, as set out in the Education (Pupil Registration) (England) amendment Regulations 2016

1. 8(1) (a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school;
2. 8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school;
3. 8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion;
4. 8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at a school;
5. 8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered;
6. 8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —
  - i. the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;
  - ii. the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
  - iii. the proprietor and local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7. 8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age;
8. 8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and —
  - i. at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);
  - ii. the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
  - iii. the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is;
9. 8(1) (i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period;
10. 8(1) (j) - that the pupil has died;
11. 8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and—
  - i. the relevant person has indicated that the pupil will cease to attend the school; or
  - ii. the pupil does not meet the academic entry requirements for admission to the school's sixth form;
12. 8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school;
13. 8(1) (m) - that he has been permanently excluded from the school;
14. 8(1) (n) - where the pupil has been admitted to the school to receive nursery education that he has not on completing such education transferred to a reception or higher, class at the school;
15. 8(1)(o) where—
  - i. the pupil is a boarder at a maintained school or an Academy;
  - ii. charges for board and lodging are payable by the parent of the pupil; and
  - iii. those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

### Appendix 2

#### Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- ❖ **Under** the age of **16** (under 18 if disabled);
- ❖ By someone other than a close relative;
- ❖ With the intention that it should last for **28 days** or more;
- ❖ Private foster carers may be from **the extended family such as a cousin or great aunt**.

However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage or by civil partnership) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is **under 16 years old** and is a pupil at an independent school and **lives at the school during the school holidays for a period of more than 2 weeks**, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

#### **Exemptions**

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will **not be privately fostered**:

- ❖ Where the arrangements last for less than 28 days and are not intended to extend beyond that period;
- ❖ Where the child is looked after by a LA;
- ❖ Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation;
- ❖ A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday);
- ❖ Where the child is placed by an adoption agency in the care of a person who proposes to adopt him or he is a protected child under the Adoption Act 1976 (section 32).

Taken from LSCB *Private Fostering Policy* (Accessed June 2020 )



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**Appendix 4**

**WAT Sex and Relationships Guidance**

- Upon learning of sexual activity involving a pupil, there needs to be a risk assessment process to determine whether there is evidence of sexual abuse.
- While recognising that sexual activity is unlawful where either participant is under the age of 16, the law is not frequently used to prosecute mutually-agreed sexual activity involving **teenagers** unless it involves abuse or exploitation. Where the child has not yet reached their teens (i.e. 12 & under) this will always by definition be deemed a child protection issue, whether the young person has consented or not, as a young person under the age of 13 is considered unable to give valid consent to any sexual act.
- In order to determine whether the relationship presents a risk to the young person, the following factors should be considered. This list is not exhaustive and other factors may need to be taken into account:
  - Does the sexual relationship involve:
    - A partner who is a close relative or is in a position of trust in relation to the young person?
    - Sexual exploitation? (see below)
    - A young person who is learning disabled to the extent that (s)he is incapable of consenting to sex?
    - A young person under the age of 13?
  - Is the young person competent to understand and consent to the sexual activity they are involved in? Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or are fearful of what might happen if they don't comply, consent cannot legally be given whatever the age of the child. Did the young person's own behaviour, for example through misuse of substances, including alcohol, place them in a position where they were unable to make an informed choice about the activity?
  - Are there power imbalances, for example due to difference in size, wealth, age or development? (If the age gap is greater than 4 years for those under 16 years old, the case must be discussed with the Designated Safeguarding Lead.) Gender, race and levels of sexual knowledge can all be used malevolently to exert power.
  - Is there any evidence that aggression, coercion or bribery was involved (including misuse of substances/alcohol as a disinhibitor)?
  - What are the living circumstances of the young person concerned? Are they attending school?
  - Have there been any attempts to secure secrecy by the sexual partner beyond what would be considered usual in a teenage relationship?
  - Does the young person have a learning disability, mental disorder or other communication difficulty?
  - Does the young person deny, minimise or accept concerns/risks?
  - Are methods used to secure compliance and/or secrecy by the sexual partner consistent with behaviours considered to be grooming? Grooming is likely to involve efforts by a sexual predator (often older than the child or young person) to befriend a child/young person by indulging or coercing her/him:
    - with gifts, treats, money, drugs,
    - developing a trusting relationship with the child/young person's family (or actively attempting to isolate them from support networks),
    - developing a relationship with the child/young person through the internet etc. in order to abuse the child/young person.

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- A young person may be at higher risk of coercion/bribery/grooming and sexual exploitation if (s)he is at disadvantage within society. Young people who have disabilities, young gay men and women, those affected by poverty, those experiencing homelessness, looked-after children and young people, those living away from home and survivors of sexual abuse can all be particularly vulnerable to sexual abuse or exploitation.

#### **Confidentiality versus a parent's right to know**

- Young people have a right to confidentiality of personal information unless it compromises the rights and safety of others or themselves.
- A ruling in the House of Lords in 1985 set the legal precedence with regards the issue of a parent's right to be informed versus the child's right to confidentiality and is considered best practice. This ruling generally referred to as the **Fraser Guidelines**, held that sexual health services can be offered without parental consent providing that:
  - The young person understands the advice that is being given
  - The young person cannot be persuaded to inform or seek support from their parents, and will not allow the worker to inform the parents that contraceptive/protection e.g. condom advice, is being given
  - The young person is likely to begin or to continue to have sexual intercourse without contraception or protection by a barrier method
  - The young person's physical or mental health is likely to suffer unless they receive contraceptive advice or treatment
  - It is in the young person's best interest to receive contraceptive/safe sex advice and treatment without parental consent
- Also relevant is that in some instances, to tell a parent that their child is sexually active might actually expose that child to risk of significant harm, particularly where there are religious or cultural factors.
- Since the House of Lords ruling in 1985, the **Fraser Guidelines** have been more widely used to help assess whether a child has the maturity to make their own decisions and to understand the implications of those decisions.
- **HOWEVER**, the right to confidentiality can never be absolute. The young person should be made aware that confidentiality may be breached in situations whereby there is a risk to the health, safety or welfare of a young person or others which is so serious as to outweigh their right to privacy.
- In these circumstances, the over-riding objective must be to safeguard the young person. If considering any disclosure of information to other agencies (including the police) staff should weigh up against the young person's right to privacy, the degree of current or likely harm, what any such disclosure is intended to achieve and what the potential benefits are to the young person's well-being. Except in the most exceptional of circumstances, disclosure should only take place after consulting the young person and offering to support a voluntary disclosure.

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**Child Sexual Exploitation [CSE]**

- CSE is a form of child sexual abuse; it occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

- Like all forms of child sexual abuse, 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;
  - can still be abuse even if the sexual activity appears consensual;
  - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
  - can take place in person or via technology, or a combination of both;
  - can involve force and/or enticement-based methods of compliance and may or may not, be accompanied by violence or threats of violence;
  - may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
  - can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
  - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:
  - Having a prior experience of neglect, physical and/or sexual abuse;
  - Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
  - Recent bereavement or loss;
  - Social isolation or social difficulties;
  - Absence of a safe environment to explore sexuality;
  - Economic vulnerability;
  - Homelessness or insecure accommodation status;
  - Connections with other children and young people who are being sexually exploited;
  - Family members or other connections involved in adult sex work;
  - Having a physical or learning disability;
  - **Being in care** (particularly those in residential care and those with interrupted care histories); and
  - Sexual identity.

**Potential indicators of CSE:**

- CSE is complex and children are often reluctant to disclose experiences of exploitation due to misplaced feelings of loyalty and shame. Many may not recognise what they are experiencing as abuse or that they require support or intervention, believing they are in control or in a healthy consensual relationship.
- It is therefore important that adults are alert to the possible indicators of sexual exploitation which can include:
  - Acquisition of money, clothes, mobile phones etc. without plausible explanation
  - Gang-association and/or isolation from peers/social networks
  - Exclusion or unexplained absences from school, college or work
  - Leaving home/care without explanation and persistently going missing or returning late
  - Excessive receipt of texts/phone calls
  - Returning home under the influence of drugs/alcohol
  - Inappropriate sexualised behaviour for age/sexually transmitted infections
  - Evidence of/suspicions of physical or sexual assault
  - Relationships with controlling or significantly older individuals or groups
  - Multiple callers (unknown adults or peers)
  - Frequenting areas known for sex work
  - Concerning use of internet or other social media
  - Increasing secretiveness around behaviours
  - Self-harm or significant changes in emotional well-being
- Staff should report any concerns that a child/young person may be at risk of CSE to the DSL or their deputies as soon as possible. Designated staff will consider what action is required to assess the risk and protect the child. This may include, but is not limited to, as appropriate:
  - completing a CSE risk assessment with the young person;
  - referral to police or social care;
  - the sharing of intelligence and the commissioning of a programme of one to one specialist education and support to reduce risks.

**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.

**Youth Produced Sexual Imagery** (Commonly referred to as 'sexting')

- Although the production of such imagery most frequently takes place outside the child's place of education, we need to be able to respond swiftly and confidently in the school to ensure that children are safeguarded, supported and educated. We will do this by working to the principles of ***Sexting in schools and colleges: Responding to incidents and safeguarding young people (2016: UKCCIS)***, as reflected in our Safeguarding and Child Protection Policy. This will be both in terms of how we respond to incidents and how we prevent incidents.
- The increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Furthermore, young people who share sexual imagery of themselves, or peers, are breaking the law.
- However, whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.
- As per the UKCCIS guidance, we may in certain instances respond to incidents without involving the police. If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the matter to be managed in the school. In contrast any incidents with aggravating factors should generally be referred to police and/or children's social care.
- An immediate referral to police and/or children's social care should be made if:
  - The incident involves an adult
  - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
  - What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
  - The imagery involves sexual acts and any person in the imagery is under 13
  - You have reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

Further advice on the circumstances in which matters should either be reported to police and social care or dealt with in school /college can be found in Section 2 and the flowchart in annex G of the UKCCIS guidance.

**All incidents involving youth produced sexual imagery should therefore be responded to as follows:**

- The incident should be referred to the DSL or their deputy as soon as possible.
- The DSL (or deputy) should hold an initial review meeting with appropriate academy staff.
- There should be subsequent interviews with the young people involved (if appropriate).

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- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
  - Based on the circumstances of each case, a decision will be made by designated staff (in line with the UKCCIS guidance and the safeguarding and child protection policy) whether the matter can be managed by the academy/college or referred to police/social care. At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
  - Even where the matter is managed by academy, consideration should be given to whether referral/s to outside professionals would be beneficial in the support and or education of the child/young person involved. This will be done in consultation with the young person and their parent/s as appropriate.

### **Appendix 5**

#### **What is abuse?**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm and there are many forms:

- Physical abuse is a form of abuse which may involve causing physical harm to the child. This can be caused when a parent or carer fabricates symptoms or deliberately induces illness in a child.
- Emotional abuse is the persistent emotional mistreatment of a child that has an effect on a child's emotional development.
- Sexual abuse is where a child is forced or enticed to take part in sexual activities whether or not the child is aware of what is happening. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.
- Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others, and this includes so-called '*honour-based*' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

(KCSIE 2020)

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**Appendix 6**

**Staff Mobile Phone and Image Guidance (2018)**

**Introduction**

- Mobile phone technology has advanced significantly over the last few years - and it continues to evolve. Wireless connections in particular have extended the capabilities of mobile phones, enabling access to a wide range of new content and services globally. Most phones now offer internet and email access, alongside the most often standard functions of messaging, camera, visual recording and sound recording.
- Mobile phones, alongside other forms of technology are changing the way and speed in which we communicate. They can provide security and reassurance; however, there are also associated risks.
- Children and young people need to understand these risks in order to help them develop appropriate strategies for keeping themselves safe. As with e-safety issues generally, risks to children and young people can be broadly categorised under the headings of *content*, *contact* and *conduct* and managed by reducing availability, restricting access and increasing resilience.

**Aim**

- The aim of the Staff Mobile Phone Policy is to promote safe and appropriate practice through establishing clear and robust acceptable use guidelines.
- This is achieved through balancing protection against potential misuse with the recognition that mobile phones are effective communication tools - which in turn can contribute to safeguarding practice and protection.

**Scope**

- This policy applies to all individuals who have access to personal or work-related mobile phones on site. This includes staff, volunteers, children, young people, parents/carers, visitors and community users. This list is not exhaustive.

**Policy statement**

- It is recognised that it is the enhanced functions of many mobile phones that cause the most concern, and which are most susceptible to misuse. Misuse includes the taking and distribution of indecent images, exploitation and bullying.
- It is also recognised that mobile phones can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others.
- When mobiles phones are misused it can impact on an individual's dignity, privacy and right to confidentiality. Such concerns are not exclusive to children and young people; hence there is a duty to protect the needs and vulnerabilities of all.
- It is appreciated that it can be very difficult to detect when such devices are present or being used, particularly in relation to enhanced functions, such as cameras. The use of all mobile phones is therefore limited, regardless of their capabilities. The aim is to avoid distraction and disruption of the working day, and to minimise the opportunities for any individual to make any covert images or misuse functions in any other way.
- **Designated 'mobile free' areas** situated within the setting are:
  - changing areas
  - toilets
- A zero-tolerance policy is in place with regards to the **use** of personal or work-related mobiles by any individual in these areas.

### Code of conduct

- A code of conduct is promoted with the aim of creating a cooperative workforce, where staff work as a team, have high values and respect each other; thus creating a strong morale and sense of commitment leading to increased productivity.
- It is therefore ensured that all practitioners:
  - have a clear understanding of what constitutes misuse.
  - are vigilant and alert to potential warning signs.
  - know how to minimise risk.
  - avoid putting themselves into compromising situations which could be misinterpreted and lead to possible allegations.
  - understand the need for professional boundaries and clear guidance regarding acceptable use.
  - are responsible for self-moderation of their own behaviours.
  - are aware of the importance of reporting concerns promptly.
- It is fully recognised that studies consistently indicate that imposing rigid regulations and/or 'bans' on the actions of others can be counterproductive, leading to a culture of suspicion, uncertainty and secrecy.
- The imposition of rigorous, inflexible rules is therefore avoided, unless the potential risks of not enforcing them far out-weigh the benefits. An agreement of trust is therefore promoted regarding the carrying and use of mobile phones within the setting environment, which is agreed to by all practitioners.

### Procedures

#### Personal mobiles

- Effective guidance is in place to avoid the use of mobile phones causing unnecessary disruptions and distractions within the workplace, and to ensure effective safeguarding practice is promoted to protect against potential misuse.
- In the interests of equality, and to further promote safety, the guidance applies to any individual who has a mobile phone on site, including children, parents and visitors, as detailed below:
- **Staff, Volunteers and Student Teacher** are permitted to have their mobile phones about their person; however, there is a clear expectation that all personal use is limited to allocated lunch and/or tea breaks.
- Other than in pre-agreed exceptional circumstances, phones must be switched off and calls and texts must not be taken or made during lesson time.
- **Staff, Volunteers and Student Teacher** are generally not permitted, in any circumstance, to use their phones for taking, recording or sharing images and 'mobile free' areas must be observed at all times. However, SLT do recognise that staff members may find the use of a mobile phone to be the best method of taking photographs at events such as sporting events and educational visits however this must be authorised by a member of SLT before the event. Staff members must transfer the images to the academy intranet as soon as is practical after the event and delete the images from their personal mobile phone.
- **Staff, Volunteers and Student Teacher** are not permitted to use their own personal phones for contacting children, young people and their families within or outside of the setting unless authorised by a member of the SLT.
- **Parents/carers, visitors and contractors** are respectfully requested not to use their mobile phones in any of the designated mobile free areas. Should phone calls and/or texts need to be taken or made, use is restricted to those areas not accessed by children in order to avoid any unnecessary disturbance or disruption to others. Under no circumstances is **any** individual permitted to take images or make

recordings on a mobile phone. Any individual bringing a personal device into the setting must ensure that it contains no inappropriate or illegal content.

### **Work mobile**

- The use of a designated work mobile is promoted as it is:
  - an essential part of the emergency toolkit which is taken on off-site trips.
  - an effective communication aid, enabling text, email messages and calls to be made and received.
  - a back-up facility should problems be experienced with the landline – or where contact needs to be made outside of work hours.
- Personal calls are not permitted to be made on the work mobile, other than in agreed exceptional circumstances. Contact or calls can be made via the work mobile in the event of an emergency. All calls are logged.

### **Driving**

- If any practitioner is required to drive in a working capacity, and has responsibility for the work mobile, the phone should be switched off whilst driving. It is strongly recommended that practitioners follow the same procedures regarding their own personal mobile phones.
- Under no circumstances should practitioners drive whilst taking a phone call. This also applies to hands-free and wireless connections, which are considered a distraction rather than a safer alternative.

### **Emergency contact**

- It is recognised that mobile phones provide direct contact to others, and at times provide a necessary reassurance due to their ease of access, particularly at stressful times.
- Practitioners, therefore, in agreed exceptional circumstances are permitted to keep the volume of their phone switched on. This is to enhance their own well-being and peace of mind, to reduce stress and worry and to enable them to concentrate more effectively on their work.
- Such use will be for an agreed limited period only, until any concerns or issues leading to the exceptional circumstance request have been resolved.
- It is ensured at all times that the landline telephone remains connected and operational, except in circumstances beyond control. This means that it is available for emergency/urgent contact at all times.

### **Guidance on pupil and student mobiles**

- At Wootton Upper School it is the expectation that pupils should not use devices on the academy site, unless with permission in special circumstances. Pupils may bring a mobile phone to school, but must not have it out of their bag/blazer during the day. Pupils are encouraged to take their mobile phones on academy trips to enable them to keep safe.
- At Kimberley College students may use devices to add their academic studies but any inappropriate use of a device will be treated seriously and as a breach of the academy code of conduct.