



## **Park and Parkwall Primary Federation Safeguarding and Child Protection Policy**

**Working together to empower children to become  
aspirational, global citizens**

<b>This version dated</b>	<b>Summary of changes</b>	<b>Next review date</b>
September 2022	Update in line with Keeping Children Safe in Education 2022	September 2023

## Rationale

Within the Park and Parkwall Primary Federation we are committed to creating and maintaining a safe and secure environment for pupils, students, staff, governors, volunteers and visitors and to promoting a climate where children, young people and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. We aim to create a culture of vigilance to safeguard our children.

Our policy draws on all relevant legislation and guidance including:

- The Children Act (1989 and 2004)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (2022)
- The Prevent Duty (2015);
- The four guiding principles of the UN Convention on the Rights of the Child (UNCRC)
- Working Together to Safeguard Children (2018)

Other school policies and procedures, which should be read alongside this policy, are listed on the p:drive for staff and on the schools' website for parents/carers.

We believe that our school provides a safe, positive and caring environment in which children and young people can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children and young people from harm and we intend to carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

A copy of this policy is available on request to parents/carers and is also accessible via the school websites:

<https://www.parkwallprimaryschool.co.uk/>

<https://www.parkprimaryschool.co.uk/>

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact the Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) in their absence.

Throughout this policy 'children', 'child' or 'young person' refer to anyone under the age of 18 years old.

## Safeguarding and promoting the welfare of children is:

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

## Child Protection is:

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect children who are suffering, or are likely to suffer, significant harm.

We recognise the need for all to be alert to the risks posed by those who may wish to harm children and young people in school or travelling to and from school and their homes, and to maintain an attitude that

It could happen here where safeguarding is concerned (Keeping Children Safe in Education, 2022)

## The five main elements to this policy are:

1. Striving to **prevent** harm through the development of a positive school ethos, a safe school environment, a full curriculum and through the offer of pastoral support to pupils and their families
2. The school child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns;
3. **Support** for pupils who may have suffered significant harm, and their families;
4. **Staff recruitment, management and support systems** which protect children and young people.
5. **Specific safeguarding issues** faced by children and young people.

**Aims:**

- To ensure all staff are clear about the 'Paramountcy Principle'; that the welfare of the child is the paramount consideration.
- To support the development of the whole child as an individual by promoting security, confidence and independence
- To raise awareness of all staff and governors as to their responsibilities in identifying and reporting possible cases of abuse as set out in Keeping Children Safe in Education 2022
- To ensure that staff concerned with particular children and young people in need are aware of their role and responsibility in safeguarding these pupils as set out in Keeping Children Safe in Education 2022
- To use a clear system of monitoring children who are known to be or considered to be at risk of harm
- To ensure that there is good, appropriate and effective communication between all members of staff
- To develop and promote effective working relationships with other agencies, especially the three safeguarding partners – South Gloucestershire Council, Bristol, North Somerset and South Gloucestershire (BNSSG) Clinical Commissioning Group and the Avon and Somerset Constabulary
- To ensure all adults working within the school with access to children and young people undergo all relevant checks e.g. enhanced DBS check as set out in Keeping Children Safe in Education 2022

**Designated Safeguarding Lead (DSL)**

The DSL in each school is:

Gary Risdale (Parkwall)

Paul Rowsell (The Park)

In their absence, these matters will be dealt with by the Deputy DSL(s):

Libby Lines (The Park)

Jo Phelan (The Park)

Glen Bickle (Parkwall)

The DSL is key to ensuring that proper procedures and policies are in place and are followed with regard to safeguarding and child protection issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.

**Designated Governor**

The Designated Governor/s for Safeguarding across the Federation is; Pam Casbon

The responsibilities of governing bodies, proprietors and management committees are outlined in part two of Keeping Children Safe in Education 2022

*Working Together to Safeguard Children 2018*

**1. Preventing harm**

We recognise that developing the necessary qualities (e.g. emotional resilience, self-confidence) within both the children themselves and the school as a whole can help to prevent harm.

The school will therefore:

- Establish and maintain an ethos where children and young people feel secure, are encouraged to talk and are listened to;
- Ensure children and young people know that there are adults in the school who they can approach if they are worried or in difficulty;
- Pupils are taught about safeguarding, including online, through various teaching and learning opportunities as part of our broad and balanced curriculum. Included are the curriculum activities and opportunities that equip children and young people with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through our PSHE and Online Safety programme.
- Include in the curriculum materials which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children and young people.

## Early Help

Keeping Children Safe in Education 2022 requires all staff to be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Staff should discuss early help requirements with the DSL (or a deputy).

We follow the South Gloucestershire early help process which includes the use of the Early Help Assessment Plan (EHAP). It may be appropriate for a member of school staff to initiate a EHAP and take on the role of Lead Professional, or become a member of a Team around the Child/Family (TAC/F) as part of the EHAP process. If this is the case, then the staff member should be supported by the DSL, for example, by being given time to write the EHAP and attend TAC/F meetings. All staff should have an understanding of the EHAP process and how they can contribute to it as and when appropriate. The DSL will ensure EHAP paperwork is completed accurately and information shared appropriately.

## **2. Infrastructure and Procedures**

The procedures for safeguarding children and young people will be in line with the South West Child Protection Procedures and those accessed on the South Gloucestershire Children's Partnership (SGCP) website - SGCP

### **As a whole school we will ensure that:**

- We have a Designated Safeguarding Lead (DSL), identified on p5, who will be trained to an advanced level by attending Advanced Inter-agency Child Protection training and maintained by attending CP Update training every 2 years thereafter\*. The DSL is a member of the senior leadership team;
- We have at least one deputy DSL, identified on p5, who will meet the same training requirements as the DSL outlined above
- We have a Federation Safeguarding Officer to support our DSLs.
- Every member of staff and every governor knows and understands:
  - the name of the DSL, Deputy DSL(s) and Designated Governor, see p5, their roles around safeguarding and child protection;
  - that they have an individual responsibility for acting on any concerns about a child's welfare immediately by following this policy and speaking to the DSL (or a deputy)
  - their responsibilities as outlined in Keeping Children Safe in Education 2022
- All staff undergo safeguarding and child protection training (including online safety) on induction and receive termly updates in training in-line with the Federation annual planner.
- All members of staff receive whole setting Child Protection training at least every three years with at least annual and regular updates which cover:
  - their personal responsibilities in relation to child protection
  - school child protection procedures
  - identifying signs of abuse/suspected abuse
  - how to support a child, young person or adult who makes an allegation or shares a concern
  - current national and local issues in safeguarding and child protection
  - whistleblowing and the role of the Local Authority Designated Officer (LADO); and relevant legislation related to child protection
- All matters relating to child protection are confidential. Information about a child or young person will only be disclosed to members of staff on a need to know basis, in line with Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- All staff are aware of their professional responsibility to share information with other agencies in order to safeguard children and young people
- All staff are aware that they should never promise a child or young person that they can keep secrets for them
- All staff are aware that they need to obtain support and help for the children and young people should it be necessary
- All members of staff recognise that statistically children and young people with Special Educational Needs and Disabilities (SEND) are most vulnerable to abuse; school staff working with children and young people with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour difficulties will be particularly sensitive to signs of abuse
- All members of staff recognise the importance of children being safeguarded from potentially harmful and inappropriate online material;

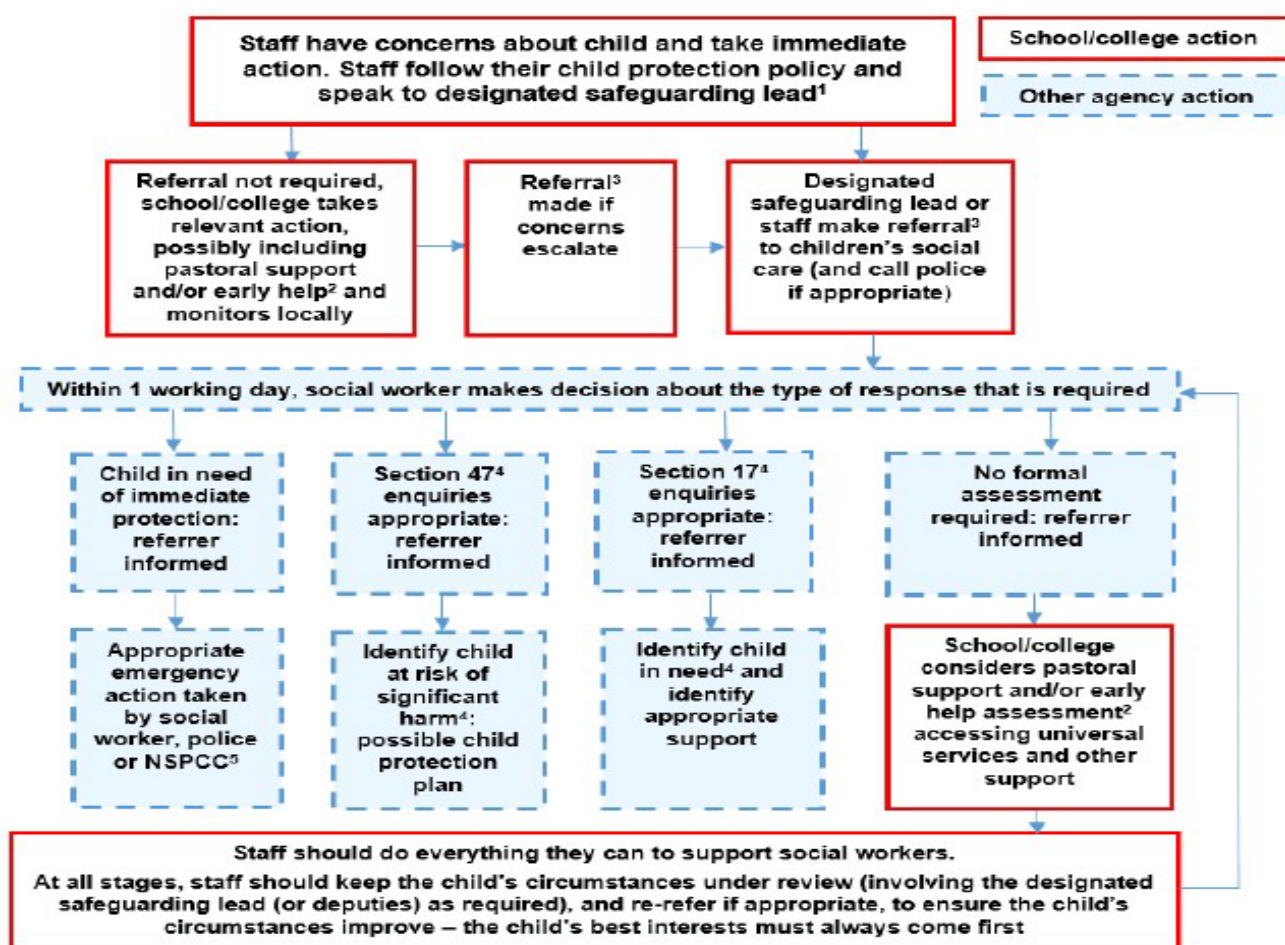
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role staff play in child protection and that good communication between parents/carers and the school is vital to this;
- All new members of staff are given a copy of the relevant safeguarding policies and procedures (including this child protection policy) during their induction to the school. Staff need to sign the relevant form to confirm that they have read and that they have understood the content of the policies and procedures;
- All supply and temporary staff are given a copy of the school procedures flowchart and the names of the DSL, Deputy DSL(s) and Chair of Governors
- Entry to school premises is electronically controlled by doors, and authorised visitors to the school will be logged into and out of the premises
- Visitors, when arriving at reception, will be asked to read a summary of the school's safeguarding procedures. Their signing in will be an acknowledgement that they understand the purpose of the procedures
- Parents and carers are allowed on school site during certain times of the day (during pick-up and drop-off) and that this is with the permission of the school. Should there be any concerns raised about the conduct of parents/carers or visitors they will be asked to leave and further action taken to ensure the safety of children and young people.
- Parents should ensure that the school has at least two emergency contact numbers for their child.

\*Training subject to availability

The procedure is a summary flow chart of all action relating to the school's child protection and safeguarding and should be followed in each and every case.

## Reporting Concerns

### Actions where there are concerns about a child



It is important that all communication is given in writing through the schools recording system (myconcern) to the DSL as soon as possible as an official signed and dated record.

## **The DSL is responsible for:**

- Taking the ultimate lead responsibility for safeguarding and child protection (including online safety) within our school, as set out in Keeping Children Safe in Education, 2022. This responsibility should not be delegated.
- Ensuring that he/she works closely with the deputy DSL(s) so that they can act effectively in the absence of the DSL
- Ensuring that the relevant safeguarding and child protection information is shared with staff on induction – this child protection policy, part one of Keeping Children Safe in Education 2022 (and a copy of Annex A to all staff who work directly with children), behaviour policy, staff behaviour policy (sometimes called a code of conduct), the safeguarding response to children who go missing from education and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies)
- Adhering to South Gloucestershire Children's Partnership (SGCP) procedures by referring children and young people to the Access and Response Team (ART) on 01454 866000 if there are concerns about their safety or well-being
- Ensuring that in the case of a referral to ART (or any social care 'front door' in other Local Authorities), the parents/carers are informed prior to the referral being made, unless doing so would put the child or young person at risk of harm or further harm
- Ensuring that written records are kept using the schools recording system about any child or young person about whom there are concerns of possible abuse or neglect. Abuse will be defined in terms of: Physical Abuse, Sexual Abuse, Emotional Abuse, (including witnessing or hearing domestic abuse) and Neglect (see appendix B), storing any paper records confidentially in a secure locked cabinet (in DSL office) or preferably scanned onto the schools electronic system (myconcern)
- Checking the attendance of children and young people subject to a child protection plan notifying the relevant social care team if:
  - a pupil subject to a child protection plan is excluded either for a fixed term or permanently
  - there is an unexplained absence of a pupil subject to a child protection plan of more than a day from school (or one day following a weekend) without contact and good reason;
- Attendance at Initial Child Protection Case Conferences, Core Groups and Child Protection Review Conferences;
- Submitting written reports to Social Care on request within the agreed time limits;
- Liaising with other agencies to safeguard children and young people;
- Notifying parents/carers as soon as possible if a child or young person sustains an injury or are affected by an incident whilst they are the responsibility of the school;
- Ensuring that a paper copy of all child protection records, or an electronic copy is securely sent/forwarded to a child or young person's new school following a transfer;
- Retain copies of all child protection files including those for children or young people no longer on roll until the child reaches 25;
- Ensuring that staff are appropriately trained and given regular safeguarding updates;
- Ensuring that the Single Central Record is maintained as an up to date and accurate record.

***N.B. Further information about the role of Designated Safeguarding Lead can be found in Keeping Children Safe in Education 2022***

### **3. Support for pupils**

We recognise that when children and young people are the victims of abuse or are witnessing abuse, for example, domestic abuse, their self-esteem and sense of self-worth will be adversely affected. Our school may be the only stable, secure and predictable element in the lives of children and young people at risk.

Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for a child or young person's behaviour – all behaviour is communication. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We understand that our role is to help children and young people combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children and young people feel valued, safe and secure and are encouraged to talk and are always listened to.

### **The school will endeavour to support pupils with difficulties through:**

- Continued monitoring of their development coordinated by the DSL in collaboration with other staff working directly with those children and young people;
- Keeping records and notifying ART as soon as there is a recurrence of a concern;
- Continued close collaboration with parents/carers;
- Liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student;
- The school's behaviour policy, which outlines a consistent approach focusing on the behaviour or the offence committed by the child or young person but does not damage the pupil's sense of self-worth (for example, supporting those who are accused of sexual violence and/or sexual harassment); and
- Providing appropriate pastoral support and care.

### **4. Staff recruitment, management and support**

We create a culture of safe recruitment and, as part of that, adopt recruitment procedures that deter, reject and identify people who might abuse children. The school staffing (England) regulations 2009 require Governing bodies of maintained schools to ensure that at least one of the persons conducting interviews has completed safer recruitment training. We adhere to the advice and guidance as outlined in Keeping Children Safe in Education 2022 part three.

See Appendix C for a summary of the recruitment procedures.

#### **Supporting staff**

We recognise that staff who have supported a child or young person who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external support as appropriate.

#### **Allegations against staff**

**Local Authority Designated Officer (LADO)** Tina Wilson. Contact details are:

Tel. 01454 868508

Email. [Tina.wilson@southglos.gov.uk](mailto:Tina.wilson@southglos.gov.uk)

The LADO (Local Authority Designated Officer) is the point of contact in South Gloucestershire if there is an allegation about an adult who works or volunteers with children in South Gloucestershire.

- If an allegation is made against, or there are concerns about the behaviour of, a member of staff, volunteer, Governor or any adult on the school site the Head of School must be informed immediately
- Where the allegation is against, or the concern is about the Executive Head teacher or Head of School, the Chair of Governors must be informed immediately ;
- If the Chair of Governors cannot be contacted, the LADO must be informed immediately;
- If the response (from either the Head teacher or the Chair of Governors) to a report of an allegation or concern is felt to be unsatisfactory e.g. minimising, then the LADO must be informed immediately.

*See Appendix B for a flowchart outlining the above*

#### **Whistle blowing**

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff (including supply staff and volunteers) should be aware of their duty to raise concerns about the attitude or actions of colleagues. A Whistleblowing Policy is in place for this purpose. This policy readily available to staff and staff sign that they have read and understood this policy annually.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### **Staff code of conduct**

All staff (including supply staff and volunteers) and governors are expected to adhere to the school's Code of Conduct in respect of their contact with pupils and their families. Children and young people will be treated with respect and dignity and no punishment, restraint, sanctions or rewards are allowed outside those detailed in the school's Behaviour Policy.

Whilst it would be unrealistic to prohibit all physical contact between adults, children and young people, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation. If it becomes necessary to restrain a pupil physically for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Head of School informed on the same day.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. All rooms which are used for the teaching or counselling of pupils should have clear glass panels in the doors or the doors will be left open.

School staff should also be alert to the possible risks which might arise from contact with pupils and parents/carers outside the school including the use of social media. Please refer to the Online Safety Policy and the policy on Social Media, in addition to the Code of Conduct.

### **Specific safeguarding issues**

Some of the specific safeguarding issues faced by children and young people are outlined below:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

### **Abuse and neglect**

- All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.<sup>8</sup>
- All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.
- All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.
- All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.
- In all cases, if staff are unsure, they should always speak to the designated safeguarding lead or a deputy.

### **Indicators of abuse and neglect**

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 by another child or children.



- Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.
- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should have an awareness of safeguarding issues that can put children at **risk of harm**. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as youth produced sexual imagery) put children in Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal.

### Child-on-child abuse

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

All staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

### Contact Information

Access and Response Team (ART)  
01454 866000  
[accessandresponse@southglos.gov.uk](mailto:accessandresponse@southglos.gov.uk)

Emergency Duty Team (EDT) – out of hours/weekends  
01454 615165  
Early Help Assessment Plan (EHAP) [earlyhelpsupportteam@southglos.gov.uk](mailto:earlyhelpsupportteam@southglos.gov.uk)

Tina Wilson  
Local Authority Designated Officer (LADO) 01454  
868508  
[Tina.Wilson@southglos.gov.uk](mailto:Tina.Wilson@southglos.gov.uk)

## Appendix A

### Abuse definitions (from *Keeping Children Safe in Education 2022*)

#### Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

**Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)** We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education. Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

#### County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity
- owe a ‘debt bond’ to their exploiters
- have their bank accounts used to facilitate drug dealing.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides available to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **Cybercrime**

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

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

### **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's social care if they are concerned about a child's welfare.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

### **Mental health**

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

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

### **Preventing radicalisation**

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

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

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

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

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>151</sup> to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment.

## **Sexual violence and sexual harassment between children in schools and colleges**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

## **Serious Violence**

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- 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 and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

## **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) 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. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>153</sup> that requires a different approach.

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM 153 Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). 154 appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use

perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

## **Appendix B**

### **Park and Parkwall Federation Safeguarding**

#### **Allegations against StaffFlow Chart**

#### **Template**

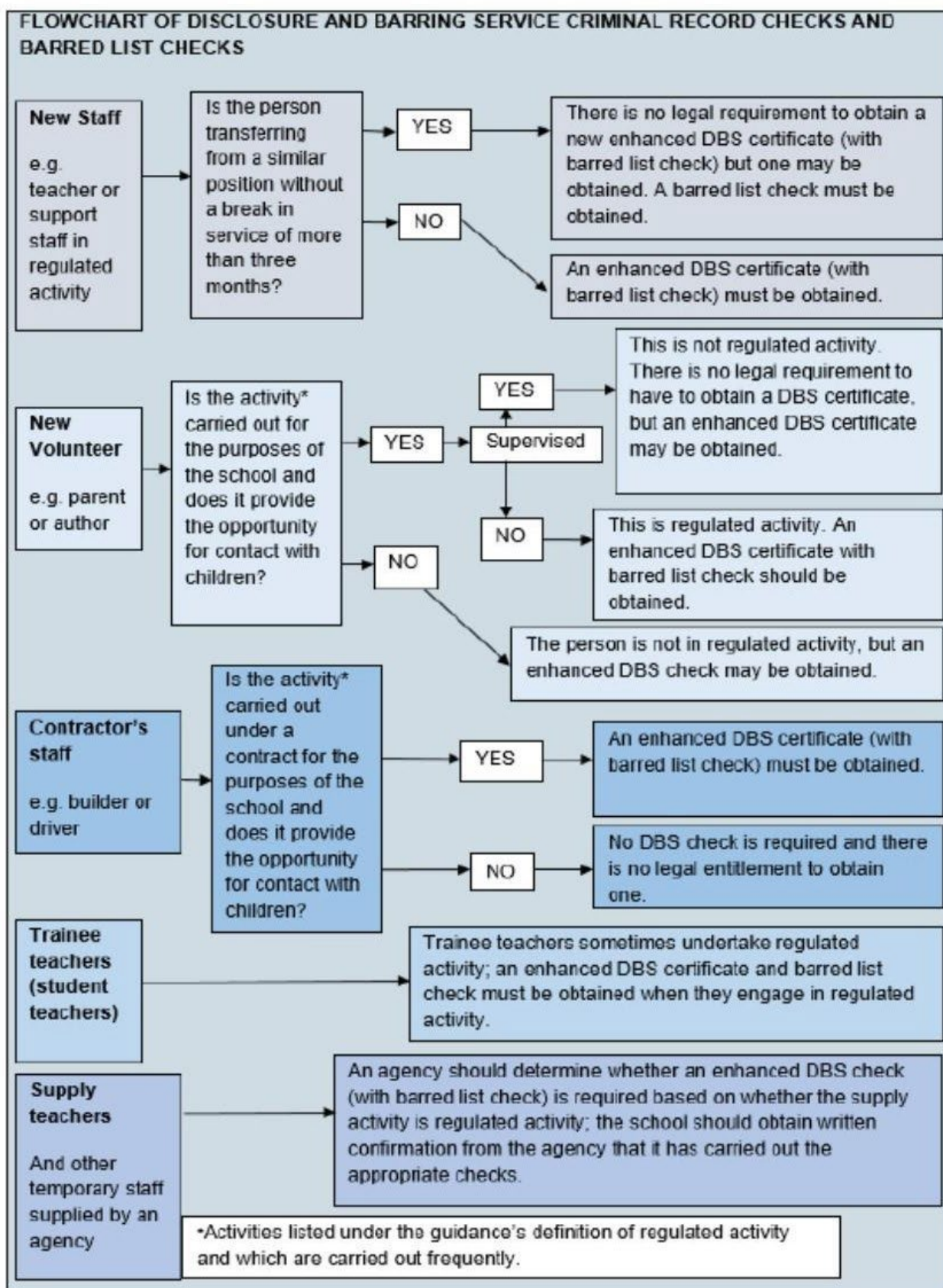
**Report immediately to Paul Rowsell/ Gary Risdale, Head of School, including time, date and name/s of those involved.**

**Paul Rowsell/ Gary Risdale will advise Wendy Lewin/ Karina James-Wiltshire, Chair of Governors**

**If the allegation involves Paul Rowsell/ Gary Risdale it should be reported immediately to the Chair of Governors.**

**If the Chair of Governors is unavailable, or it is felt the concern is not being taken seriously, contact the South Gloucestershire LADO, Tina Wilson on 01454 868508**

- **Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. E.g. NSPCC, Whistleblowing Helpline: Staff can call**
- **0800 0280285-the line is available from 8am – 8pm Monday to Friday.**
- **Email: <https://www.nspcc.org.uk/keeping-children-safe/our-services/nspcc-helpline/>**





## Safeguarding Training annual planner 2022-23

<b>Term 1</b>	<b>All staff to be emailed copies of staff handbook and sign to say they have read the relevant documents</b> Introduction to safeguarding – KCSIE, Reporting using My Concern – week 3	Safeguarding bulletin (linked to training) <i>PW HoS</i>
<b>Term 2</b>	Safeguarding review of previous term- week 3 Child abuse and neglect including types of abuse	Safeguarding bulletin <i>Park HoS</i>
<b>Term 3</b>	Safeguarding review of previous term - week 3 Online safety	Safeguarding bulletin <i>PW HoS</i>
<b>Term 4</b>	Safeguarding review of previous term - week 3 Domestic Violence	Safeguarding bulletin <i>Park HoS</i>
<b>Term 5</b>	Safeguarding review of previous term – week 3 Child on child abuse & sexual harassment	Safeguarding bulletin <i>PW HoS</i>
<b>Term 6</b>	Safeguarding review of previous term - week 3 Radicalisation and the Prevent Duty Children Missing Education	Safeguarding bulletin <i>Park HoS</i>

## Safeguarding Training annual planner 2023-24

<b>Term 1</b>	<b>All staff to be emailed copies of staff handbook and sign to say they have read the relevant documents</b> Introduction to safeguarding – KCSIE, Reporting using My Concern – week 3	Safeguarding bulletin <i>PW HoS</i>
<b>Term 2</b>	Safeguarding review of previous term- week 3 Child sexual exploitation	Safeguarding bulletin <i>Park HoS</i>
<b>Term 3</b>	Safeguarding review of previous term - week 3 ACES and mental health	Safeguarding bulletin <i>PW HoS</i>
<b>Term 4</b>	Safeguarding review of previous term - week 3 FGM	Safeguarding bulletin <i>Park HoS</i>
<b>Term 5</b>	Safeguarding review of previous term - week 3 Child criminal exploitation County Lines	Safeguarding bulletin <i>PW HoS</i>
<b>Term 6</b>	Safeguarding review of previous term - week 3 Forced marriage	Safeguarding bulletin <i>Park HoS</i>

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

<b>Policies, Procedures or Practices:</b>	Child Protection Policy	<b>DATE:</b>	September 2022
<b>EIA CARRIED OUT BY:</b>	Heads of School	<b>EIA APPROVED BY:</b>	Chair of Governors

**Groups that may be affected:**

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	None	None
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	None	None
<b>Gender reassignment</b>	None	None
<b>Marriage and civil partnership</b>	None	None
<b>Pregnancy and maternity</b>	None	None
<b>Race</b>	None	None
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	None	None
<b>Gender identity</b>	None	None
<b>Sexual orientation</b>	None	None

Any adverse impacts are explored in a Full Impact Assessment.

**Associated documents**

Attendance Policy  
Statement of Procedures for Dealing with Allegations of Abuse Against Staff;  
Behaviour Policy  
Staff Code of Conduct  
Complaints Policy  
School Trips Policy  
Equality Information and Objectives  
Anti-bullying Policy  
Staff Discipline, Conduct and Grievance Policy  
Health and Safety Policy  
Managing Medical Needs Policy (including intimate care)E-  
safety Policy  
Acceptable Use Technology and Social Media - Staff  
Whistle-Blowing Policy