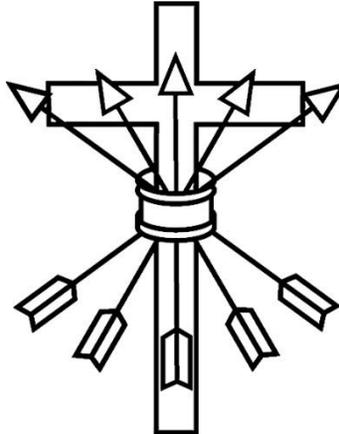


WADDES DON CHURCH OF ENGLAND SCHOOL



SAFEGUARDING & CHILD PROTECTION POLICY

(Including Statement of procedures for dealing with allegations of abuse against staff)

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|-------------------------------------|---------------------------------------|
| STATUS OF POLICY: | Statutory Policy |
| BASED ON LA PROCEDURE DATED: | Adopted LA procedure dated April 2017 |
| COMMITTEE RESPONSIBLE: | Curriculum & Student Wellbeing |
| GOVERNING BODY APPROVAL: | 9 th May 2018 |
| INTERIM REVIEW: | |
| REVIEW DATE: | January 2019 |

CONTENTS

1. Contacts
 - 1.1 School contacts
 - 1.2 Contacts in County
 - 1.3 Other contacts
2. Introduction
3. Responsibilities
4. Procedures
5. Prevention
6. Supporting Children
7. Confidentiality
8. Supporting staff
9. Allegations against staff
10. Transfer of Risk
11. Whistleblowing
12. Physical Intervention / Positive Handling
13. Anti-Bullying
14. Racist Incidents
15. Health and Safety
16. E-Safety
17. Sexting
18. Cultural Issues
19. Retention of Records
20. Use of Photography
21. Appendices

1. Contacts

1.1 School contacts

- Designated Safeguarding Lead (DSL): [James Sturla 01296 651382]
- Additional Designated Safeguarding Leads: [Annalies Mclver and Rachel Branton 01296 651382]
- Nominated Governor: [Rex Stevens]
- Chair of Governors: [Paul McSweeney]

1.2 Contacts in County

- Education Safeguarding Advisory Service 01296 382912
- Education Safeguarding Advisor 01296 382732
- Local Authority Designated Officer (LADO): 01296 382070
- First Response Team 08454 600 001
- Social Care, Out of Hours: 0800 999 7677
- RU Safe? (Barnardos-Child Exploitation Service) 01494 461112
- Thames Valley Police 101(999 in case of emergency)
- Buckinghamshire Safeguarding Children Board for procedures, policies and practice guidelines
- Bucks Family Information Service 0845 688 4944
- SchoolsWeb [BucksCCSchoolsWeb](#)
 - School bulletin, Safeguarding links, A-Z guide to information and services
- Buckinghamshire Grid for Learning e-Safety [Bucks CC e-Safety](#)

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204

- Female Genital Mutilation
Email: fgmhelp@nspcc.org.uk 08000283550
- Samaritans 0845 790 9090
- CEOP
(Child Exploitation and Online Protection) [CEOP](#)
- Foreign and Commonwealth Office
(Forced Marriages Section) 0207 008 0151
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect
(Anti – Radicalisation) 01494 421371

2. Introduction

- 2.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; and in line with the following:

“Working Together to Safeguard Children 2015”

Buckinghamshire Multi-Agency Information Sharing for Children, Young People & Families – Code of Practice for sharing personal information, March 2015.

“Keeping Children Safe in Education” (KCSiE)- statutory guidance for schools and further education colleges. September 2016.

Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

Serious Crimes Act 2015

- 2.2 The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 (section 157 for Independent schools) to safeguard¹ and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to part 1 of Keeping Children Safe in Education September 2016.

¹ Safeguarding (as defined in the Joint Inspector’s Safeguarding report is taken to mean “All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children’s welfare are minimised” and “where there are concerns about children and young people’s welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies”

- 2.3 We recognise that all staff² and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 2.4 All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.5 The aims of this policy are:
- 2.5.1 To support the child's development in ways that will foster security, confidence and resilience.
 - 2.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
 - 2.5.3 To ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the wellbeing of children and understand their responsibilities in identifying and promptly reporting cases of abuse or suspicion of radicalisation (see Appendix 2).
 - 2.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
 - 2.5.5 To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils, ensuring staff know how and when to share information to protect children in a way that is legal and ethical.
 - 2.5.6 To ensure our school has a clear system for communicating concerns and a model for open communication between children, teachers, parents and other adults working with children.
 - 2.5.7 To support the development of a structured procedure within the school, which will be followed by all members of the school community in cases of suspected abuse or suspicion of radicalisation.
 - 2.5.8 To ensure the school have robust systems in place which accurately records safeguarding and child protection concerns, which are clearly understood by staff and adhered to. Actions taken to address concerns and outcome achieved are clearly and accurately recorded and these records are appropriately stored.
 - 2.5.9 To develop effective working relationships, guided by the Threshold document, with all other agencies involved in safeguarding and promoting the needs of children at our school.
 - 2.5.10 To ensure that all staff appointed within our school, have been through the safer - recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of colleagues may have stepped outside of agreed safe practices.

² "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- 2.5.11 To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports children's welfare and development

3. Responsibilities

- 3.1 All staff at our school understand that safeguarding children is **everyone's responsibility**. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred should report it immediately to the DSL (see contacts sheet) or, in their absence, to the Additional DSL (see contacts sheet) using the systems and processes our school has designed for this purpose. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff. Staff understand if there is an immediate risk of harm they should call the police or First Response directly and update the DSL at the earliest opportunity.
- 3.2 The Governing Body understands and fulfils its safeguarding responsibilities. It will:
- 3.2.1 Ensure that the school has a robust Safeguarding & Child Protection Policy and that this is reviewed annually.
 - 3.2.2 Monitor and evaluate the effectiveness of the Safeguarding & Child Protection Policy and be satisfied that it is being complied with.
 - 3.2.3 Ensure there is a DSL who is a member of the school's senior leadership team and, ideally, any additional DSLs, together with a Nominated Governor for Child Protection. The roles and responsibilities of the DSL and additional DSL will be made explicit in the post-holders' job descriptions.
 - 3.2.4 Recognise the importance of the role of the DSL and support him/her, ensuring the training necessary to be effective is undertaken.
 - 3.2.5 Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.
 - 3.2.6 Recognise the contribution the school can make to helping children and young people keep safe, through incorporation of safeguarding within the curriculum, teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.
 - 3.2.7 Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to *Keeping Children Safe in Education (September 2016)* and legislation referred to therein.
 - 3.2.8 Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.

- 3.2.9 Support the DSL to complete an Annual Safeguarding Report for Governors, demonstrating how our school is meeting its statutory responsibilities for safeguarding and promoting the welfare of children. Ensuring a copy of this report is shared with the Education Safeguarding Advisory Service within the recommended time frame.
- 3.2.10 Ensure there is an auditable system in place to evidence ALL staff have read, understand and agree to comply with their roles and responsibilities as laid out in KCSiE 2016.
- 3.3 It will be the duty of the Chair of Governors to liaise with relevant agencies if any allegations are made against the Headteacher.
- 3.4 The Nominated Governor for child protection will be familiar with Buckinghamshire LSCB procedures, Local Authority procedures and guidance issued by the Department for Education.
- 3.5 The Nominated Governor will:
 - 3.5.1 Work with the DSL to produce the Safeguarding & Child Protection Policy.
 - 3.5.2 Undertake the training available for Nominated Governors.
 - 3.5.3 Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.
 - 3.5.4 Meet regularly with the DSL to review and monitor the school's delivery of its safeguarding responsibilities
- 3.6 We have a Designated Safeguarding Lead (DSL) who is responsible for:
 - 3.6.1 Ensuring children receive the right help at the right time using the Threshold Document to inform plans for support. Referring a child, to Early Help provisions or Social Care, via the First Response Team if there are concerns for child's care or welfare: abuse or neglect.
 - 3.6.2 Following up any verbal referral to partner agencies, in writing, within 24 hours of initial contact.
 - 3.6.3 Ensuring the school has a policy and process for recording and storing information about child protection concerns, , which records, identified concerns, allegations, disclosures, referrals, actions taken, information shared with appropriate agencies where necessary, responses from parents and carers or other professionals, telephone and email contact, decisions and outcomes.
 - 3.6.4 Ensuring a system is in place which enables records to be reviewed and an overview gained, enabling timely support to be offered, or partner agencies 'pressed', by school, for re consideration if thresholds have previously not been deemed to have been reached by partner agencies. This includes use of the Escalation process found on the BSCB website.

- 3.6.5 Ensuring that records are up to date, differentiate between fact, opinion and hearsay and are maintained in accordance with data protection.
- 3.6.6. Providing training to staff/ volunteers to make certain all are aware of their responsibilities in relation to child protection and safeguarding record keeping.
- 3.6.7. Ensuring records are stored safely and securely and remain confidential, sharing information on a 'need to know' basis only and in accordance with the confidentiality policy and are held separately from pupil records, with a front sheet, listing dates and brief entry to provide a chronology.
- 3.6.8. Having in place an auditable system to enable child protection concerns to be shared between schools where a child moves on to another setting, facilitating transfer of records to maintain confidentiality.
- 3.6.9 Creating a culture of safeguarding and vigilance within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.
- 3.6.10 Acting as a focal point for staff to be able to discuss and share their concerns, supporting staff to formulate their thinking and be part of planning to address issues raised, liaising with other agencies and professionals to achieve change.
- 3.6.11 Being available or ensuring that either deputy is available, in their absence, to staff during school hours and term time for consultation and advice on safeguarding concerns raised. (The DSL and the Deputies are all trained to the same level within our school)
- 3.6.12 Ensuring arrangements are in place support staff outside of these times if students are off site and accompanied by staff.
- 3.6.13 Ensuring all school staff area aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- 3.6.14 Contributing effectively to multiagency working for the purpose of safeguarding and promoting the welfare of students who have suffered or are likely to suffer significant harm, attending Child Protection Case Conferences and submitting reports to the conference, which have been shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- 3.6.15 Ensuring that if a pupil, about whom there have been child protection concerns, leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

- 3.6.16 Having, in place a robust system for monitoring absences and addressing this quickly with parents and pupils to effect change. In addition, this system will also support early identification of patterns of non-school attendance: these are seen under the banner of safeguarding in recognition of the NSPCC's comment on absenteeism being the single biggest indicator that something is going wrong for the child.
- 3.6.17 Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- 3.6.18 Providing, with the Headteacher, with an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- 3.6.19 Meet regularly (once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery noted.
- 3.6.20 Meet the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending relevant training, at least every two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.
- 3.6.21 Referring to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.6.22 Retaining responsibility for the safeguarding of students although tasks may be delegated to other members of the safeguarding team at the school.

4. Procedures

Our school procedures for safeguarding children will be in line with Buckinghamshire County Council and Buckinghamshire Safeguarding Children Board Child Protection Procedures, "Working Together to Safeguard Children 2015" and "Keeping Children Safe in Education" 2016 and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015

4.1 We will ensure that:

- 4.1.1 We have a Designated Member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by BSCB. Our DSL will be required to update their training annually in accordance with the Learning Pathway agreed by the LSCB.
- 4.1.2 We have two members of staff who will act in the DSL's absence who has also received training for the role of DSL, and who will have been briefed in the role. In

the absence of an appropriately trained member of staff, the Headteacher will assume this role.

- 4.1.3 All adults (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under Keeping Children Safe in Education 2016 and the booklet "What to do if You're Worried a Child is Being Abused". They will have these explained, as part of their induction into the school.
- 4.1.4. All members of staff are provided with training opportunities arranged or delivered by the DSL annually in addition to any whole school training undertaken, in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed to promote a child's welfare. Staff are supported to further develop their understanding as mechanisms are in place to enhance this via team meetings, newsletters and e mail updates.
- 4.1.5 All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy, and reference to it in our prospectus/brochure, on our website and in our home school agreement.
- 4.1.6 All staff, parents/carers and children are aware of the school's escalation process (Appendix 5) which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- 4.1.7 Our Lettings Policy reflects the on-going responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. This includes the purpose of the letting when for religious or political reasons.
- 4.1.8 Community users organising activities for children are made aware of and required to demonstrate their understanding of the need for compliance with the school's child protection guidelines and procedures, as part of their use of our facilities.
- 4.1.9 The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation.
- 4.1.10 We apply the same level of scrutiny to staff employed as supply, via an agency, ensuring their identities, qualification and suitability to work safely with children.
- 4.1.11 Allegations against members of staff are referred to the Local Authority Designated Officer (LADO). There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The school recognises that this is a legal duty and a failure to refer when the criteria are met is a criminal offence.

4.1.12 All staff working in a regulated activity are required to give an undertaking that they are not disqualified by association from working with children under the age of 8 yrs. Staff must inform the Headteacher if events arise which may impact on their capacity to give this undertaking

4.1.13 Our procedures will be annually reviewed and up-dated.

4.1.14 The name of the DSL will be clearly shown in the school in appropriate locations including Reception and the staff room, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

5. Prevention

- 5.1 We recognise school plays a significant part in the prevention of harm to our pupils by providing students with effective lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role school plays in recognising and preventing the political indoctrination of pupils either by self-radicalisation or through exposure to extremist views.
- 5.2 We are aware of the Prevent Duty to protect young people from radicalisation and extremism. At our school we view this as a safeguarding matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified, invariably this will require us to work with partner agencies to support and protect the vulnerable student.
- 5.3 Concerns regarding the conduct or behaviour of a student, where it is believed they are vulnerable to extremism, will be referred by the school to Channel via the First Response Team.
- 5.4 School staff receive training on a range of safeguarding and child protection matters, helping them to recognise and respond appropriately should concerns arise, supporting them to act on or escalate concerns.
- 5.5 Whilst a central part of our work with students is to support them to stay safe whilst on-line, we also have in place appropriate web filtering systems so that young people cannot view potentially extreme material, which we also monitor.
- 5.6 The school community will therefore:
 - 5.6.1 Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
 - 5.6.2 Receive focused training to support learning and understanding of the changing landscape of safeguarding which is underpinned by legislation and includes issues such as FGM, CSE and radicalisation. The school supports staff to be vigilant and able to recognise and act on assessed vulnerabilities.
 - 5.6.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- 5.6.4 Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from both physical and emotional harm and to know to whom they should turn for help.
- 5.6.5 Ensure staff work effectively with partner agencies to seek advice support and guidance, drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet
- 5.6.6 Be sensitive and alert to the possibility of the risks some children's behaviours may pose to their peers. Staff will be supported by the DSL to assess and act on concerns highlighted to ensure school remains a safe place to learn.

6. Supporting Children

- 6.1 We recognise that a child who is abused, who witnesses violence, who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth. Staff are required to be vigilant to these signs, to enable early offers of help to be initiated
- 6.2 We recognise the young minds of our students can be vulnerable and exploited by others, staff will be alert to the signs of vulnerability and / or susceptibilities to violent extremism, grooming or indoctrination
- 6.3 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 6.4 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.5 Staff recognise the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to attitudinal changes of student which may indicate they are at risk of radicalisation
- 6.6 The changing landscape of safeguarding and protecting children from harm requires staff to be aware of children being trafficked both from abroad and locally as part of ongoing exploitation, financial or sexual.
- 6.7 Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive
- 6.8 Staff are trained in the identification of vulnerable pupils and the online reporting procedures through the school's systems. (Edukey)
- 6.9 Our school will support all pupils by:
 - 6.9.1 Encouraging the development of self-esteem, resilience and critical thinking in every aspect of school life including through the curriculum.
 - 6.9.2 Promoting a caring, safe and positive environment within the school.
 - 6.9.3 Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

- 6.9.4 Liaising and working together with all other support services and those agencies involved in the safeguarding of children and using the expertise and resources of colleagues in other service areas to promote the welfare of students.
- 6.9.5 Ensuring staff work with Prevent Officers and the Channel Panel to support and safeguard if a student is thought to be vulnerable to or espousing radical political ideologies.
- 6.9.6 Liaising with the parent/carer, GP and/or school nurse to ensure that an appropriate care plan is in place if a pupil has medical needs.
- 6.9.7 Developing a good working knowledge of the Threshold Document and how it can be used to safeguard and promote the wellbeing of students, informing the notification to Social Care (First Response) as soon as there is a significant concern.
- 6.9.8 Ensuring that a named teacher is designated for Children Looked After (CLA) and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The Virtual Schools Team must be made aware of all CLA in the school.
- 6.9.9 Expecting staff to be sensitive to the needs of children who are “looked after”, recognising they are likely to have encountered difficulties and challenges which may mean they are disproportionately affected by the behaviours of their peers, e.g., teasing, bullying and hazing.
- 6.9.10 Notifying Social Care (First Response) when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, brother, sister uncle or grandparent for a period of more than 28 days.
- 6.9.11 Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- 6.9.12 Providing continuing support to a pupil (about whom there have been concerns), who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil’s new school as a matter of urgency/ within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- 6.10 Our school has a Careers Policy and procedures which comply with national and local guidance and which are regularly reviewed and updated.
- 6.11 We are aware of our responsibilities for the safeguarding of pupils who are educated off site or who are in alternative provision and work with Bucks County Council to monitor and review this.
- 6.12 At our school we work hard to understand the impact on children of living in families experiencing difficulties relating to mental ill-health and/or substance misuse and/or domestic violence and know that the child/ren might experience abuse or neglect as a result of these difficulties.

- 6.13 The DSL along with the rest of our staff have received training to recognise and respond appropriately should suspicions arise. Ensuring signs and indicators are progressed to inform plans of support.
- 6.14 Pupils are encouraged to seek help and support and are provided with information about how to access this, if they are encountering problems at home.
- 6.15 Staff understand that sharing information with parents may not be appropriate and ensure that decisions of this nature are made in partnership with Children's Social Care or the police.

7 Confidentiality

- 7.1. We recognise that all matters relating to child protection are confidential.
- 7.2 The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.
- 7.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 7.4 Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the DSL and securely stored only in the designated location within the school, separate from the pupil records.
- 7.5 Provision is in place for the information to be accessed in the absence of the DSL in an emergency.
- 7.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another. Staff will however reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 7.7 We will always undertake to share our intention to refer a child to Social Care (First Response) with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the ESAS or Social Care on this point.
- 7.8 In the event of a child disclosing abuse staff will;
 - Listen to the child. Allowing the child to tell what happened in their own way, and at their own pace. Staff will not interrupt a child who is freely recalling significant events.
 - Remain calm. Be reassuring and supportive but will endeavour to not respond emotionally.
 - Not ask leading questions. Staff are reminded to ask questions only when seeking clarification and about something the child may have said. Staff are trained to use TED; Tell, Explain, Describe.
 - Make an accurate record of what they have seen/heard using the schools record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child as possible Staff will not substitute anatomically correct names

for body part names used by the child. Any words which are unclear to the staff member will be spelt phonetically

- Reassure the child that they did the right thing in telling someone, they will reassure the child that they have not done anything wrong.
- Staff will explain to the child what will happen next and the need for the information to be shared with the DSL
- In the unlikely event the DSL and deputy DSL not being available, staff are aware they must ring First Response for advice
- The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded

If there is immediate risk of harm to a child Staff will NOT DELAY, and will ring 999

8. Supporting Staff

- 8.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 8.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.
- 8.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.
- 8.4 All staff are required The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded
- 8.5. We recognise that our DSL(s) should have access to support (as in 8.2 above) and appropriate workshops, courses or Forums as organised by the County Council

9. Allegations against staff

- 9.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (See also 8.3 above)
- 9.2 Staff should be aware of the school's behaviour/discipline policy. This can be found in the staff handbook and on the school's website.
- 9.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher / DSL who will then liaise with the Headteacher or the most senior teacher if the Headteacher is not present.
- 9.4 The Headteacher/senior teacher on all such occasions should immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial

discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

9.5 The Headteacher/Senior Teacher will;

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

9.5.2 Follow all advice given by the LADO relating to supporting the child or young person making the allegation, as well as other children and young people connected to the organisation

9.5.3. Ensure feedback is provided to the LADO about the outcome of any internal investigations within the school.

9.6 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO (as in 9.4 above) without notifying the Headteacher first.

9.7 The school will follow the LA procedures for managing allegations against staff, a copy of which can be found on the school intranet.

9.8 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 9.4 above) in making this decision, as well as being guided by HR.

9.9 If a suspension is made, following Local Authority procedures (as in 9.6 above) restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.

9.10 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.

10. Transfer of Risk

10.1. Should an individual staff member or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children or young people.

11. Whistleblowing

11.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, we have a separated Whistleblowing Policy which can be found on the school website. Staff are required to familiarise themselves with this document during their induction period.

11.2 All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary, they should speak to the delegated 'whistleblowing' Governor or the Local Authority Designated Officer (LADO).

- 11.3 A tool to support safeguarding concerns to be reported can be found on the LA website which has the Department for Education "Report a Concern" button.

12. Physical intervention/Positive handling

- 12.1 Our Behaviour Policy complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 12.2 Headteachers and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 12.3 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 12.4 Any use of force or restraint, should be recorded and signed by a witness. The parent/carer will be informed of the incident.
- 12.5 Staff who are likely to need to use physical intervention must be appropriately trained.
- 12.6 We understand that physical intervention of a nature which causes injury or unnecessary distress to a child may be considered under child protection or disciplinary procedures.

13. Antibullying

- 13.1. At our school, we have an agreed definition of bullying that is understood by pupils, staff, parents and carers.
- 13.2 We have a policy and measures in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- 13.3. This policy is available to all staff, parents/carers and pupils. The policy is written in language that is accessible to pupils and a child-friendly version is made available to all pupils. (STOP)
- 13.4 Staff, pupils and parents are made aware of how mobile technologies are increasingly being used to bully children both in and outside of the school environment. Cyber bullying is therefore referenced within our behaviour/bullying policy.

14. Racist Incidents

- 14.1 Our Equalities and Cohesion policy references how racist incidents will be dealt with and acknowledges the serious nature of these events and their impact on the individual/group of students involved. All incidents will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15. Health and Safety

- 15.1 We recognise the importance of safeguarding pupils throughout the school day. Our Health & Safety policy reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

- 15.2 Part of the safeguarding measures in place relate to students leaving the school site. Only sixth form students with permission from the Head of Sixth Form are permitted to leave the site at lunchtime. Written permission of a parent is required for all students leaving the site for hospital/dental appointments etc.
- 15.3 Staff on duty during unstructured time such as break and over the lunch period have received training and remain alert to signs of concern or vulnerability ensuring pupils feel safe

16. e-Safety

- 16.1 All staff should be aware of the school policy on e-Safety which sets out our expectations relating to:
- Creating a safer online environment
 - Giving everyone the skills, knowledge and understanding to help children and young people stay safe on line, question the information they are accessing and support the development of critical thinking.
 - Inspiring safe and responsible use and behaviour of mobile technologies, to combat behaviours on line which make students vulnerable including sexting
 - Use of mobile phones both within school and on school trips/outings
 - Use of camera equipment, including camera phones
 - What steps to take if you have concerns and where to go for help
 - Staff use of social media as set out in the Staff Code of Conduct
- 16.2 Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our behaviour policy.
- 16.3 Students staff and parents are supported to understand the risks posed by CONTENT – CONDUCT – CONTACT on-line.
- 16.4 We have a separate mobile phone policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.
- 16.5 Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

17. Sexting

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

- 17.2 Staff, pupils and parents are supported via training to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes imagery of pupils themselves if they are under the age of 18.
- 17.3 Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in the publication 'Sexting in Schools and Colleges' produced by the UK Council for Child Internet Safety.

18. Cultural Issues

- 18.1 As a school we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding. This includes children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.
- 18.2 As a staff team are aware of the harm to children that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.
- 18.3 Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.
- 18.4 We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.
- 18.5 We make links with local services, community organisations and faith leaders to provide support and helpful information on what is safe and unsafe practice within the culture/faith, groups of our school community.
- 18.6 At our school we are aware of a range of practices and belief which can be classified as honour based violence, we include within this female genital mutilation, forced marriage and breast ironing. Whilst this may be a part of a long held tradition within communities we categorise this as child abuse and will act according to our safeguarding processes to safeguard the pupil concerned.
- 18.7 Teachers at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.
- 18.8 At our school we are aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights.
- 18.9 We recognise that both male and female pupils may be subject to honour based abuse e.g. where young people's cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.

18.10 We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL.

18.11 Staff understand that whilst we try always to work in partnership with families, sharing information with a parent or member of the family is not appropriate in these instances. Staff will report concerns to the DSL who will liaise with Children's Social Care, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the pupil.

19. Retention of Records

19.1 When a disclosure of abuse, or an allegation against a member of staff or volunteer, has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Record Keeping Policy

19.2 There is a statutory requirement for our school to pass any child protection records to the child's next school. We are also required to retain these records securely and confidentially until the concerned reaches the age of 25 yrs

19.3 If an allegation is made against a member of staff, a comprehensive, confidential summary of the allegation will be kept on their personnel file. This record will be kept by the school until normal retirement age, or 10 years after the allegation if longer. This record will include a clear outcome, including when cases have been investigated and found to be without substance.

19.4 For cases in which an allegation has been proven to be false, unsubstantiated or malicious, the allegation will not be included in employer references, even if that person has been the subject of repeated allegations.

19.5 In the instance of repeated allegations however our school retains the right in the interest of safeguarding students to retain a record of concern³

20 Use of Photography

We will often use photographs and film to capture achievements, and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website we like to be able to share these events with parents. We are however mindful of the safety of our students and will seek the permissions of both parents and student before taking or sharing any images.

³ Safeguarding Children: dealing with low-level concerns about adults – Farrer & Co Adele Eastman and Katie Rigg, May 2017

20.1 As confirmed in the Data Protection Act, our school will ensure written consent is sought from the parent or carer of any child under the age of 18 *before* any photographs are taken. If consent is given, we will make a clear agreement with the parent or carer as to how the image will be used (*for example, in a school brochure or website*).

20.2 Due consideration will be given to the appropriateness of clothing and posture, and details such as a child's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo) are being shared.

Child Protection

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

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm. This should be read along with KCSiE 2016 Part 1 and Annex A of the same document.

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

- Neglect
- Physical Abuse
- Sexual Abuse
- Emotional Abuse

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.

It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Domestic violence is very damaging to a child's emotional development; where a child is living with domestic violence, schools should consider making a referral to Social Care if the child shows any indicators of significant harm.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including exploitive relationships, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts (e.g. masturbation, kissing, rubbing and touching outside of clothing). They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images (including on-line images), watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Although no culture sanctions extreme harm to a child, cultural variations in child rearing patterns do exist. A balanced assessment must incorporate a cultural perspective but guard against being over-sensitive to cultural issues at the expense of promoting the safety and well-being of the child.

Fear of being accused of racism can stop people acting when they otherwise would. Fear of being thought unsympathetic to someone of the same race can change responses.

Every organisation concerned with the welfare and protection of children should have mechanisms in place to ensure equal access to services of the same quality, and that each child, irrespective of colour or background, should be treated as an individual requiring appropriate care.

Victoria Climbié Inquiry Report.

Research also tells us that children with special needs are at an increased risk of abuse. Changes in mood, patterns of behaviour, injury and responses to stimulus around them may be wrongly attributable to their disability. Staff need therefore to feel confident to **question behaviours** and be **professionally curious** about changes noted, being prepared to "think the unthinkable", raise the concern and ensure safeguards are in place. Children with communication difficulties may be especially vulnerable.

Preventing Radicalisation Guidance

Background

This Preventing Radicalisation Guidance is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

At Waddesdon CE School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)

Non-statutory Guidance

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)

Related Policies

- IT Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Lettings' Policy
- Personal, Social And Health Education (PSHE) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Visitors Policy
- Whistle-blowing Policy

Definitions

- **Extremism** is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **British Values** are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Roles and Responsibilities

- **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

The governing body has a nominated person who will liaise with the Headteacher and other staff about issues to do with protecting children from radicalisation. Rex Stevens as the Designated Safeguarding Governor is the Designated Prevent Governor.

- **Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

- **Role of DSL**

It is the role of the DSL to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters
- the Additional Safeguarding Lead is the Prevent Safeguarding Lead

- **Role of staff**

It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

For example, our daily whole school assembly covers a wide range of SMSC issues as well as encouraging 'dignity and respect for all' and British values.

This is built upon through the curriculum in lessons, most explicitly in CP, RS and History lessons. For the overview of British Values through the curriculum, see our Equality Policy.

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The County filtering systems used in our school blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that our Sixth Form students have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

The Acceptable Use of ICT Policy (AUP) refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP annually to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training.

Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2016)*. Vetting and barring checks are undertaken on relevant people, including Governors and volunteers. All members of LMT and key governors have completed the NSPCA's Safer Recruitment online training.

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism guidance and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

'No platform for extremists'

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour

- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff, governors and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the DSL or the Additional Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the DSL in liaison with the Headteacher will make a referral to the appropriate body.

Appendix 3

Children Looked After Guidance

Rationale

Schools are key in helping to raise the educational standards and improving the life chances of looked after children, and in tackling the causes of social exclusion through careful planning, monitoring and evaluation. Schools can also provide a source of continuity and “normality” for children who may have been subject to emotional distress, abuse, and disruption. School can be the place where children maintain friendships and a place where they feel safe and can be themselves.

Raising levels of achievement has been strongly and clearly highlighted as a major part of improving the life chances of looked after children and schools play a pivotal role in this.

Definition

The term “looked after” was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child’s welfare). Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

Furthermore, the term “looked after”, which is widely used in social services is synonymous with the term “in public care”, which has been adopted by the DfES in their publication, “The Education of Young People in Public Care”.

Legal Framework

Recent legislation and guidance from the Department for Education and Skills (DfES) and the Department of Health (DH) requires schools to have effective policies for supporting and promoting the education of looked after children.

Schools must:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all looked after children
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children

Objectives

We will:

- Work alongside social workers to ensure that each looked after child has a current Personal Education Plan in place (EPEP).
- Provide a climate of acceptance and challenge negative stereotypes.
- Ensure all children who are looked after have the same opportunities to participate fully in the National Curriculum, careers guidance, extra-curricular activities, work experience, and enjoy the school experience fully in line with corporate parenting principles.
- Ensure discretion when addressing a child’s care status and ensure there is sensitivity to the background of children who are looked after, especially surrounding work on family.

- Ensure the designated teacher is provided with regular training, and that they cascade this training to school staff as appropriate.
- Seek to review all school policies regularly in the light of the LEA's Social Inclusion guidance, Special Educational Needs Legislation, and joint Department for Education and Skills / Department of Health guidance on The Education of Children in Public Care.
- Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
- Endeavour to support all looked after children educated in this school to achieve to their fullest possible academic potential.

Roles and Responsibilities

Many looked after children do not want school staff to be aware of their care status because it makes them feel "different". Therefore, we will negotiate with the child to identify who should be aware of their care status. However, we do acknowledge that in some cases, such as if the child has a severe learning difficulty, this may not be possible.

The named Governor will work in co-operation with the Headteacher and Designated Teacher as the named staff responsible for ensuring that all looked after children have equal access to all learning opportunities in line with their peers. The Headteacher and Designated Teacher also have specific responsibilities for supporting the rest of the staff in their training and work with looked after children.

The named Governor should be satisfied that:

- the school has a coherent policy for looked after children
- the school's policies and procedures are reviewed in the light of social inclusion guidance and joint DH/DfES guidelines
- the Designated Teacher has received appropriate training
- looked after children have equal access to all areas of the curriculum
- the Governing body receives an annual report

The Headteacher will:

- appoint the Designated Teacher
- ensure that the Designated Teacher has received appropriate training
- oversee the development of the policy on looked after children
- be responsible for all systems to support looked after children.
- report to the governing body on an annual basis on the following:
 - the number of looked after pupils in the school
 - an analysis of test scores as a discrete group, compared to other pupils
 - the attendance of pupils, compared to other pupils
 - the level of fixed term and permanent exclusions, compared to other pupils
 - the number of complaints

The Designated Teacher

The Designated Teacher will serve as the contact for social services and the education department and will maintain responsibility for several key areas to support looked after children within the school. This includes serving as an advocate for all looked after children in the school.

The Designated Teacher will help establish and maintain the ethos regarding looked after children of the school by:

- maintaining and respecting confidentiality of all looked after children and ensuring information is shared on a strictly 'need to know' basis
- ensuring that all staff, through appropriate training, are aware of the difficulties and educational disadvantages faced by looked after children and understand the need for positive systems to support them, whilst maintaining appropriately high expectations for their educational achievements
- acting as an advocate for looked after children in order to allow them equal access to educational opportunities and support with important decisions affecting future life chances

The Designated Teacher will set up systems to monitor and record the progress of all looked after children. S/he will:

- have an overview and co-ordinating role for gathering and holding all information regarding children who are looked after
- maintain records regarding all looked after children, including legal status and information regarding who should be contacted regarding matters concerning the child
- establish a system for contacting and forwarding educational records to new schools to facilitate a smooth and speedy transfer
- monitor the educational progress of all looked after children and intervene, in co-operation with other agencies if required, if there is evidence of underachievement, absence from school or internal truancy, or other similar concern

The Designated Teacher will facilitate effective communication by:

- building positive home-school relationships between parents / carers with regular opportunities for dialogue
- being proactive and participating in setting goals for the child's EPEP
- playing an active role in care planning by ensuring that the attendance of the most appropriate member of staff and/or written reports are provided to all statutory reviews of looked after children
- helping co-ordinate education and EPEP meetings
- serving as the named contact for colleagues in social services and education
- ensuring effective communication between all relevant parties
- inviting the responsible social worker to all meetings, and liaising with this social worker regarding the development of Personal Education Plans (EPEP).

The Designated Teacher will monitor each child's achievement and ensure that they have the support they require within school:

- by meeting with the looked after child to discuss who needs to know they are looked after and to ensure that the young person is informed of their role
- by ensuring each child has a named member of staff who can provide advice and/or practical help on academic or pastoral issues
- by ensuring each child has a Personal Education Plan
- by requesting support from the SENCO and/or outside agencies, including the Education of Children Looked After Service, if a looked after child requires additional academic or behavioural support
- by working closely with the SENCO to ensure all looked after children with special educational needs are being assessed and are getting appropriate resources to support their learning
- by having a strategy for key stage or new school transitions
- by ensuring the involvement of the Connexions service with children in Key Stage four
- by encouraging all children to continue to further or higher education
- by ensuring all looked after children are made to feel a part of the school environment

The Designated Teacher at Waddesdon School is Mr James Sturla.

Personal Education Plans

Each child will have a Personal Education Plan (EPEP), which their social worker will take the lead in developing. However, the school's role in this plan is crucial and at least one member of staff who knows the child well will attend the meeting to establish and subsequently review this. Other staff will contribute in writing as appropriate.

The EPEP will consider:

- the child's strengths and weaknesses
- interests, both in and out of school
- developmental and educational and pastoral needs
- future plans, and how these can be supported
- issues arising for the child
- It will also identify targets that will be reviewed during the next PEP meeting.

Admission/Induction Arrangements

Looked after children are a priority for admission and, as such, we will follow the LEA's published admission criteria.

On admission, the child will meet with the Designated Teacher and their named member of staff. They will discuss any relevant issues, academic or pastoral, and ensure the child is made to feel comfortable in our school. Records will be requested from the child's previous school and as soon as practicable after they are received a meeting will be held with the carer / parent, social worker, and other relevant professionals, and child as appropriate. This will provide information to inform the child's new Personal Education Plan, and ensure that communication systems are established early. In the first PEP meeting, we will seek clarification from the social worker as to who requires school reports and who may give permission for school trips or other such activities. At this meeting any means of communication to aid the fluid exchange of information between statutory meetings will be discussed and agreed (such as a home/school book to detail any sudden significant changes in a child's circumstances.)

School Trips and Special Activities

Given the delays that looked after children experience in getting parental consent for school trips and activities, we will aim to ensure that looked after children enjoy the same extra-curricular opportunities as other children by reserving placements for them on trips or on activities.

Complaints

If a young person, parent or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the Designated Teacher, who will try to resolve the situation.

If the issue cannot be resolved within 10 days, the young person, carer or social worker can submit a formal complaint in writing to the Headteacher. The Headteacher will investigate the complaint and respond within 10 working days.

Any issue that remains unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Governor and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Headteacher's response

Additional Guidance sheet

Peer on Peer Abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the relevant head of year or a member of the safeguarding team. It may be considered a safeguarding matter if the allegation is around:

- Physical Abuse
- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Emotional Abuse
- Blackmail or extortion
- Threats and intimidation
- Sexual Abuse
- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting
- Encouraging other children to engage in inappropriate sexual acts
- Photographing or videoing other children performing indecent acts
- Sexting
- Bullying
- Gender related issues
- Sexualised touching
- Violence
- Gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.

The signs of this may include:

- Changes in behaviour
- Sudden reluctance or refusal to participate or engage
- Avoiding particular pupils
- Staying close to adults
- Self-harm
- Angry outbursts
- Decline in academic performance
- Excluding themselves
- Sudden development of sexualised behaviours
- Vague disclosures

Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'.
(Please also refer to our Behaviour Policy)

Bullying log held by the Deputy Head teacher

Pupils will be taught how to recognise, keep themselves safe and report peer on peer abuse. All incidents will be investigated and dealt with by either a member of the safeguarding team or a member of LMT.

Female Genital Mutilation

FGM involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. It is sometimes referred to as 'female circumcision' but this misnomer belies the invasive and irreversible nature of the procedure. It is now more correctly termed female genital mutilation.

The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries, including Ethiopia, Somalia, Sudan, Egypt, Nigeria, India, Pakistan, Yemen and Iraq.

The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal. From 3rd May 2015, **professionals have a mandatory duty to report such offences to the police.**

The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell, and assure you that she is fine when she clearly is not. If she is a BAME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM, alongside other possible explanations.

Breast Ironing

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts using hard or heated objects, to try to make them stop developing or to disappear. It is usually carried out by mothers on their daughters to protect them from rape and sexual harassment. In certain African cultures men believe that as soon as a girl has breasts she is ready to have sexual relationships. There have been incidents of this happening in the UK, you may notice an unwillingness to get changed for PE, pain when moving, or a flattened breast area.

Forced Marriage

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and

sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.

Honour Based Violence

'Murder or violence in the name of so-called honour' are murders/violence in which, predominantly females, are killed/harmed for actual or perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame. They are sometimes called 'honour killings/violence'. There is, however, no honour in murder/violence.

The honour code means that women must follow rules that are set at the discretion of male relatives and which are interpreted according to what each male family member considers acceptable. Breaking the rules is seen as destroying the good name of the family, and is deserving of punishment at the discretion of male relatives.

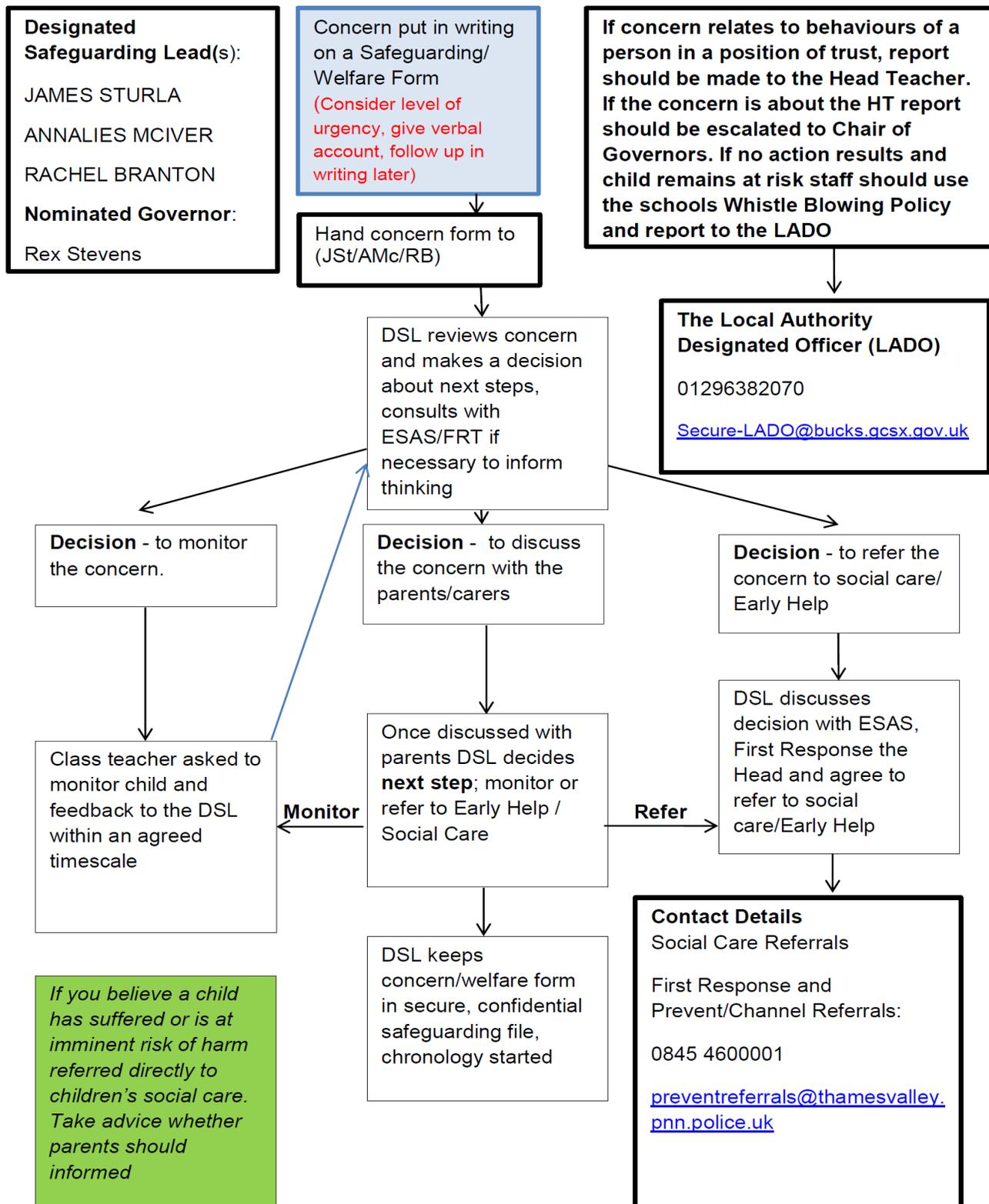
Honour is an unwritten code of conduct that involves loss of face on someone's part if offended against, especially in groups where loyalty is considered paramount.

Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

Signs:

- withdrawal of student from school by those with parental responsibility
- pupil/student being prevented from attending higher education
- truancy or persistent absences
- request for extended leave or student not returning from an overseas visit
- surveillance by siblings/cousins/extended family members at school
- decline in behaviour, engagement, performance or punctuality, poor exam results – in particular for previously motivated pupil/student
- decline in physical presentation or demeanour

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Thresholds Document - Accessing Services for Children in Buckinghamshire

| | EARLY HELP | | EARLY HELP TO TARGETED SERVICES | STATUTORY INTERVENTION |
|---|---|---|---|--|
| Threshold | Universal Services Level 1 | Additional Support Level 2 | Complex Needs / Specialist / Child in Need Level 3 | Acute / Child Protection Level 4 |
| The child or young person (including unborn) | Has needs met within universal provision (e.g. Schools, GPs). May need limited intervention to avoid needs arising. | Has additional needs identified that can be met through a single agency response and partnership working | Has multiple needs requiring a multi-agency coordinated response with a lead professional | Has a high level of unmet and complex needs or is a child in need of protection |
| <p>← Practitioners should always use their professional judgement; the following circumstances and key features are for guidance only →</p> <p>Children with disabilities will be represented across all 4 levels</p> | | | | |
| Circumstances and Key features | <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Meeting developmental milestones Has good emotional well-being and resilience Forms and maintains healthy relationships / good bonding Has a positive or developing sense of identity Able to perform self-care duties as appropriate to age Ability to protect self and be protected Achieving learning targets Good attendance <p>Parenting capacity</p> <ul style="list-style-type: none"> Emotional warmth Protected by carers Secure and caring home Receive and act on information, advice and guidance Appropriate boundaries maintained <p>Family and environment</p> <ul style="list-style-type: none"> Supportive relationships Appropriate housing Maintaining healthy lifestyle Supportive networks Access to positive activities Adequate income | <p><i>In addition to Universal Services.....</i></p> <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Poor attachments Language and communication difficulties Disability or additional special needs Absence / truancy / exclusions Incidence of absence / missing from home Potential for becoming NEET (not in education, employment or training) Delay in meeting developmental milestones Missing health checks / immunisations Minor health problems Early signs of offending / anti-social behaviour Underage sexual activity Early signs of substance misuse Poor self-esteem / mental health issues Teenage Pregnancy <p>Parenting capacity</p> <ul style="list-style-type: none"> Inconsistent care arrangements Poor supervision by parent / carer Inconsistent parenting Poor response to emerging needs Historic context of parents / carers own childhood <p>Family and environment</p> <ul style="list-style-type: none"> Young Carers Poor parent / child relationships Children of prisoners / parents with community orders Bullying Poor housing and poor home environment impacting on child's health Community harassment / discrimination Low income affects achievement Poor access to core services Risk of relationship breakdown Concerns about possible domestic abuse Risk of social exclusion Risk of child sexual exploitation (CSE) | <p><i>Despite intervention at 2, evidence of continuing....</i></p> <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Child not meeting some of their developmental milestones Displaying some signs of emotional and behavioural disorder Chronic recurring health problems Missed appointments affecting developmental progress Disabilities affecting access to mainstream services Teenage pregnancy Risky sexual behaviour Risk of entering youth justice system Fixed term / permanent exclusions / no school place Persistent absence from school Missing from school / home regularly Displaying extremist views Continuing substance misuse Very low self-esteem / eating disorders High level mental health issues Poor skills resulting in social exclusion Poor / ill-fitting clothes <p>Parenting capacity</p> <ul style="list-style-type: none"> Learning or physical disability impacts on parenting Substance misuse Mental health issues Parental non-compliance / cooperation Persistent poor / inconsistent parenting / care arrangements Being prosecuted for offences under the Education Act Historic context of parent / carers own childhood <p>Family and environment</p> <ul style="list-style-type: none"> Domestic abuse Overcrowding or temporary housing / hostel Poverty / worklessness Poor attachments Socially excluded family / harassment / discrimination Child being asked to undertake caring role of parent Privately fostered child No recourse to public funds Transient families not accessing services Significant risk of CSE | <p><i>Persistent/continued/severe...</i></p> <p>Child's Developmental Needs</p> <ul style="list-style-type: none"> Child not meeting developmental milestones Non-organic failure to thrive Displaying signs of emotional and behavioural disorder Complex mental health problems including self-harm Acute eating disorder – life threatening Fixed term exclusions / permanent exclusions / no school place Risk of entry into care system Chronic persistent absence from school No access to core services Teenage parent / pregnancy under age 13 Child sexual exploitation Offending behaviour / entering youth justice system Displaying harmful behaviours to other children Engaging others in extremist views Substance misuse severely impairing development <p>Parenting capacity</p> <ul style="list-style-type: none"> Suspected / actual physical, emotional or sexual abuse or neglect Parental encouragement of abusive / offending behaviour Continuing poor supervision in the home Parental non-compliance / disguised compliance Inconsistent parenting affects child's developmental progress Private fostering Offences relating to Person who poses a risk of harm to children Previous children removed <p>Family and Environment</p> <ul style="list-style-type: none"> Domestic abuse resulting in child being at risk of significant harm Combination of substance misuse / mental health issues / domestic abuse Homeless child / young person / Family intentionally homeless Community harassment / discrimination Extreme poverty affecting child well-being Child being asked to undertake caring role of parent Forced marriage, Honour based Violence, Female Genital Mutilation Child trafficking Known CSE |
| What do I do next? | Go direct to universal service or use the Buckinghamshire Family Information Service (BFIS) for information on services: www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page | Consider Early Help offer – see BFIS website: www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page Referral to single agency to meet identified need. | Initiate a multi-agency early help response. Contact First Response using the Multi-Agency Referral Form (MARF) www.bucks-iscb.org.uk/concerned-about-child/ or 0845 4600 001 | Contact First Response using the MARF www.bucks-iscb.org.uk/concerned-about-child/ or 0845 4600 001 Out of hours emergency duty team 0800 999 7677. Police 999 if at immediate risk. |
| Level of Assessment | Assessment by universal services as appropriate Child and Adolescent Mental Health Services (CAMHS) consultation | Outcomes Star Graded Care Profile CAMHS assessment | Outcomes Star Graded Care Profile Children and Family Assessment – Section 17 (Child in Need)* CAMHS assessment | Section 47 (child protection) enquires* / Child protection plan Public Law Outline Section 31* Care proceedings Section 20* (provision of accommodation) CAMHS assessment Graded Care Profile |
| Examples of Services who provide interventions | Children's Centres Nurseries/ Schools/ Colleges Youth services Housing CAMHS Primary Health Services (GP, dentist, pharmacy, optician) | Health Visitors - Universal School Nurses - Universal Family Nurse Partnership Barnardos RUSafe Targeted Youth Service Children's Centre Outreach CAMHS Portage for children with special educational needs & disabilities | Health Visitors - Universal Plus School Nurses - Universal Plus Family Nurse Partnership Barnardos RUSafe CAMHS Family Resilience Service Health Visitors - Universal Partnership Plus School Nurses - Universal Partnership Plus | Services that can undertake statutory non-voluntary interventions: Social care / Police / Domestic Abuse Officers (Police) Other Services: Youth Offending Service (YOS) / CAMHS / Child & Adolescent Harmful Behaviour Service (CAHBS) / Junior and senior CATCH (Children & Teenager Community Help Service) / Barnardos RUSafe / School Nurses - Universal Partnership Plus / Health Visitors - Universal Partnership Plus |

For a full directory of services and contact details, including further details of our Early Help offer visit the BFIS website www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/home.page

*These refer to specific sections of the Children Act. Further details can be found in the BSCB Thresholds guidance.

What is county lines exploitation?

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

How does it affect young people?

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

One of the key factors found in most cases of county lines exploitation is the presence of some form of exchange (e.g. carrying drugs in return for something). Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a young person who engages in county lines activity to stop someone carrying out a threat to harm his/her family.

Who is vulnerable to county lines exploitation?

The national picture on county lines continues to develop but there are recorded cases of:

- Children as young as 12 years old being exploited by gangs to courier drugs out of their local area; 15-16 years is the most common age range.
- Both males and females being exploited.
- White British children being targeted because gangs perceive they are more likely to evade police detection.
- The use of social media to make initial contact with children and young people.
- Class A drug users being targeted so that gangs can take over their homes (known as ‘cuckooing’).

We do know that county lines exploitation is widespread, with gangs from big cities including London, Manchester and Liverpool operating throughout England, Wales and Scotland. Gangs are known to target vulnerable children and adults; some of the factors that heighten a person's vulnerability include:

- Having 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);
- Social isolation or social difficulties;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other people involved in gangs;
- Having a physical or learning disability;
- Having mental health or substance misuse issues;
- Being in care (particularly those in residential care and those with interrupted care histories).

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them.

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts / phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

Use your local safeguarding process, the first step of which is usually to contact your designated safeguarding lead within your organisation. If you don't know who this is, refer to your manager. Your designated safeguarding lead has the responsibility for linking in with your local authority's social care services. If you are not satisfied with the local authority's response, you should follow up your concerns by discussing these with your safeguarding lead.

If you are worried that a vulnerable person is at immediate risk of harm you should also contact your local public protection or, in the case of a child, local children's protection officer.

If you are a first responder, you should also refer any young person you suspect of being a potential victim of trafficking to the National Referral Mechanism (NRM).

NSPCC and Childline also offer sources of support for young people. Mind is a source of help for those suffering with mental health issues.