

Esland North Limited

ED0017B - Child Protection & Safeguarding

Introduction

Students at Esland Bedford School have homes in a number of different Local Authorities (LA's), each of which has its own safeguarding procedures. Before proceeding with The appropriate LA can be ascertained by putting the postcode into the Government website <https://www.gov.uk/report-child-abuse-to-local-council> (<https://www.gov.uk/report-child-abuse-to-local-council>) Any allegation against a member of staff is referred to Bedfordshire LADO as are incidents involving children in care.

Links with other Policies

This safeguarding policy has obvious links with the wider safeguarding agenda: when agreeing or reviewing the policy, links should be made with other relevant guidelines and

- Safer Recruitment
- Code of conduct
- Online safety
- Whistleblowing
- Children Missing Education
- Equality, Diversity & Inclusion
- Child on Child Abuse
- Physical restraint & restriction of liberty
- PSHE
- Health and Safety
- Bullying
- Promoting Positive Behaviour

Recording systems

Esland Bedford has effective Management Information Systems.

- Bromcom
- CPOMS

School acknowledgement

At Esland Bedford School, we are committed to safeguarding and child protection in line with the statutory guidance.

As required, all staff have read and understood part one of Keeping Children Safe in Education.

- Contact Information:

Role	Name	Contact Details
Designated Safeguarding Lead	Sharon Taylor	sharontaylor@esland.co.uk
Deputy DSL	Rhett Cameron	rhetcameron@esland.co.uk
Safeguarding Team	Laura Hazlewood Julia Burgoyne	aurahazelwood@esland.co.uk juliaburgoyne@esland.co.uk
Safeguarding Governor	David Kistner-Doe	daviddoe@esland.co.uk (mailto:daviddoe@esland.co.uk)
Chair of Governors	Jill Palmer	jillpalmer@esland.co.uk
Prevent SPOC	Sharon Taylor	sharontaylor@esland.co.uk
Operation Encompass SPOC	Sharon Taylor	sharontaylor@esland.co.uk (mailto:sharontaylor@esland.co.uk)
Central Bedfordshire Safeguarding	-	Urgent Concerns Phone: 03003008585 Email: safeguarding.education@centralbedfordshire.gov.uk (mailto:safeguarding.education@centralbedfordshire.gov.uk)
Central Bedfordshire LADO	Central Bedfordshire Designated Officer	Phone: 0300 300 8142

Local Multi Agency Safeguarding Arrangement

Note:

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners in Central Bedfordshire, the arrangements are referred to as the Central Bedfordshire Safeguarding Childrens Partnership (referred to as the 'CBSCP' throughout).

Safeguarding Policy

Introduction

Safeguarding is defined as:

- protecting children from maltreatment
- preventing impairment of children's **mental and physical** health or development

- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child Protection is defined as:

- the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (Working Together, DfE 2018).

This includes, but is not limited to safeguarding children in specific circumstances:

• Neglect	• Physical abuse
• Emotional abuse	• Sexual abuse
• Bullying, including online and prejudice-based bullying	• Racist, disability and homophobic or transphobic abuse
• Gender based violence/violence against women and girls	• Radicalisation and/ or extremist behaviour
• Child Sexual Exploitation and trafficking	• Child on Child abuse
• Teenage relationship abuse	• Substance abuse
• Gang/youth violence including initiation/hazing	• Domestic abuse/violence
• Female Genital Mutilation	• Forced marriage
• Fabricated/induced illness	• Poor parenting
• Online including grooming via social networking, online gaming, video messaging	• The impact of new technologies on sexual behaviour: e.g., Youth Produced Sexual Imagery
• Self-harm behaviours	• Children with mental health difficulties or illness
• Upskirting	• Contextual/Extra familiar risks

Esland Bedford School are committed to safeguarding and promoting the welfare of all its children. We believe that:

- all students have an equal right to be protected from harm
- students need support which matches their individual needs, including those who may have experienced abuse
- all students have the right to speak freely and voice their values and beliefs
- all students must be encouraged to respect each other's values and support each other
- all students have the right to be supported to meet their emotional, and social needs as well as their educational needs
- schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk-taking behaviours (behaviour)
- all staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

Esland Bedford School will fulfil their local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (<https://www.gov.uk/government/publications/working-together-to-safeguard-children>)
- Keeping Children Safe in Education (<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>)
- Information Sharing (HM Government, July 2018)
- The procedures of the Local Safeguarding Children and Adults Boards
- The Children Act, 1989 (<http://www.legislation.gov.uk/ukpga/1989/41/contents>)
- The Education Act, 2002 (<http://www.legislation.gov.uk/ukpga/2002/32/contents>) (s175 / s157)
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental health and behaviour in schools: departmental advice (DfE, 2018)
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home Office guidance)
- Children missing education (DfE, 2016)
- Statutory guidance on children who run away or go missing from home or care (DfE, 2017)
- Child sexual exploitation: definition and guide for practitioners (DfE, 2017)
- The Domestic Abuse Act 2021
- Drugs (DfE and ACPO guidance)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, September 2021)

The Designated Safeguarding Lead

Our Designated Safeguarding Lead **Sharon Taylor** is a member of the Senior Leadership Team and takes lead responsibility for promoting educational outcomes by knowing that they will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the family partnership service, children's services. The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Lead/s: **Rhett Cameron Julia Burgoyne Laura Hazelwood**. The Deputy Designated Safeguarding Lead/s are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight. The Designated Safeguarding Lead is supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school put in place to protect them.
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with Central Bedfordshire's T. The DSL/Esland Bedford School will refer to the Model Setting Concern Process if a concern becomes apparent regarding a child. For further information, please see Appendix One. The DSL and deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children, the NPCC – when to call for further information on the roles and responsibilities of the DSL, please see Appendix One.

The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances, if a child moves from our school, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new school. The Designated safeguarding lead shall ensure the child protection files are transferred to the new school as soon as possible, and within 5 days for an in-year transfer or withdrawal. The designated safeguarding lead will also consider if it would be appropriate to share any information that would allow the new school or setting to continue supporting the child.

Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been sent. If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all children's records transferred or received should be kept in a log.

- if a child is permanently excluded and moves to a Pupil Referral Unit or Alternative Learning Provision, child protection records will be forwarded on to the relevant organisation
- if a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Elective Home Education provider
- where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection records
- when a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information. In exceptional circumstances when a face-to-face handover is not feasible, the Headteacher / Principal will ensure that the new post holder is fully conversant with all procedures.

Overall Aims

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children
- contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values
- creating an organisational culture that is safe for children
- introducing appropriate work within the curriculum
- encouraging children and parents to participate
- developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- addressing concerns at the earliest possible stage in the least intrusive way.

Key Principles

- always see the child first and consider what life is like for the child, maintaining a culture of vigilance.
- provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with the Effective Support Framework.
- have conversations, build relationships and maintain professional curiosity.
- focus on securing improved outcomes for children.
- build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- every child is entitled to a rich and rounded curriculum.
- when issues arise, Headteachers/Principals should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with the guidance.

Key processes

All staff should be aware of the guidance issued by the CBSCP within the Central Bedfordshire's Threshold Framework in order to secure support and intervention for children.

Expectations

All staff and regular/non regular visitors will:

- be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people
- be aware of the role and identity of the Designated Safeguarding Lead/s and deputies for the school
- wear Esland Identification Lanyards whilst on School premises. To identify staff and visitors who have specific permissions and responsibilities, we use the list below;
- Education Staff – Pink Lanyard
- Visitors without DBS – Yellow Lanyard
- Visitors with DBS – Purple Lanyard
- Designated Safeguarding Lead – Teal Lanyard
- refer child protection concerns to Children's Services in the absence of the designated safeguarding lead and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of individual education programmes, Early Help assessments and plans, Child in Need plans and interagency Child Protection plans
- be alert to signs and indicators of safeguarding concerns and possible abuse
- record concerns and pass the record to the Designated Safeguarding Lead, or a member of the Safeguarding Team
- recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures
- deal with a disclosure of abuse from a child in line with the guidance in Appendix Four
- all staff and Governors will receive safeguarding training, (including online safety which, amongst other things, includes an understanding of the expectations, applicable to all staff)
- the Designated Safeguarding Lead together with named deputies will undertake additional higher-level training in order to ensure they have appropriate knowledge and skills to lead on safeguarding
- in addition to the above, all staff will receive annual safeguarding updates, which may include E-learning, circulation of information and guidance internally, staff meetings, etc.
- the subject / topics for training and updates will take into consideration CBSCP priorities, local context, and needs of our pupils and identified training needs of staff.

The Governing Body

The Governing Body will ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education to ensure that the policies, procedures and arrangements of the school are effective. The Governing Body and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the Education Act 2002. The nominated governor for child protection is David Kistner-Doe.

The nominated governor is responsible for liaising with the Headteacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is set out in the School Governance Scheme of Delegation. Please see Appendix Two for more information on the roles and responsibilities and of the Governing Body.

A Safer School Culture

The culture at Esland Bedford School is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all staff. The school has a culture of listening to and hearing the voice of the child.

Inspection

- From July 2021, Ofsted's inspections of early years, schools and post-16 provision will be carried out under: Ofsted's Education Inspection Framework (<https://assets.put>)
- Esland Bedford School are aware of the inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding
- The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools and will also report on safeguarding procedures. ISI has a published frame

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational q (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions. Schools and colleges should "inform shortlisted c Esland Bedford School acknowledge that S128 checks should be completed on those members of staff and Governors taking part in management roles. A section 128 would

- serving as a governor of a maintained school
- holding a management position in an independent school, academy, or free school as an employee
- becoming a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school
- becoming a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.
- all recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children

The headteacher has undertaken Safer Recruitment training. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel

Operation Encompass

At Esland Bedford School, we are working in partnership with Central Bedfordshire Council and Bedfordshire Police to identify and provide appropriate support to pupils who l The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children's s Esland Bedford School has an information sharing agreement in place with Bedfordshire Police for Operation Encompass.

Esland Bedford School will receive Missing Persons notifications should a child go missing, in line with the addition to Operation Encompass.

Our Role in the Prevention of Abuse

In accordance with Working Together, the school recognises the need to safeguard children from abuse.

Appendix Three contains more information about definitions and indicators of abuse, specifically:

- neglect
- emotional abuse
- physical abuse
- sexual abuse

In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each

The Curriculum

Esland Bedford School acknowledge preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in Esland Bedford School have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life. These are underpinned by the school children with SEND and other vulnerabilities).

This program will tackle at an age-appropriate stage issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to; sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence s
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Safeguarding in specific circumstances: Children who are vulnerable to extr

- Esland Bedford School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamic i
- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young
- Esland Bedford School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachl rights, community safety and community cohesion. Essential to this school are the fundamental British Values of Democracy, Rule of Law, Equality of Opportunity, Freedom o
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Six.

Risk reduction

- The school governors, the Headteacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Ri
- In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the prevent duty. Please see Appendix Thirteen. This risl
- In accordance with the Prevent Duty, Sharon Taylor is the Single Point of Contact (SPoC) who will be the lead within the organisation for safeguarding in relation to protect
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPoC and to the Designated S;
- If a child or young person is thought to be at risk of radicalisation, a referral will be made using the National Prevent Referral Form which shall be sent directly to the Police
- Initial advice may be sought from the Bedfordshire Police Channel Team.
- In all cases, in accordance with advice provided from the Channel Team, the school will ensure appropriate interventions are secured which are in line with local procedure

- If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism, a child protection referral will be

Safeguarding Children in Specific Circumstances: Female Genital Mutilation

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circ
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare profession
- to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If the school are concerned that a child/young person has experienced or is at risk of FGM, a Child Protection referral will be made to the Multi Agency Safeguarding Hub i
- found in Appendix Seven)
- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is
- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry - this includes:
 - taking someone overseas to force them to marry (whether or not the forced marriage takes place)
 - marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
 - breaching a Forced Marriage Protection Order.
- Further multi-agency statutory guidance for dealing with forced marriage can be found here The right to choose: government guidance on forced marriage. (<https://www.g>
- Modern slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compu
- Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

Types of human trafficking

There are several broad categories of exploitation linked to human trafficking, including:

- sexual exploitation
- forced labour
- domestic servitude
- organ harvesting
- child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc.
- forced marriage and illegal adoption (if other constituent elements are present).

Safeguarding Children in Specific Circumstances: Child on Child abuse

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outs

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of exploitation or abuse outside of their families. Extra-i

- Esland Bedford School recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise t
- cyber-bullying
- sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth P
- sexual assault
- sexual violence or harassment
- upskirting
- sexually harmful or problematic behaviour
- gang initiation or hazing type violence
- harassing messages and misogynistic messages
- the non-consensual sharing of indecent images
- the sharing of abusive images and pornography, to those who do not want to receive such content
- Upskirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or butto
- Esland Bedford School understands serious violence and what may signal that children are at risk from or are involved in serious violent crime. Indicators may include incr
- with criminal networks or gangs.
- Contextual safeguarding/extra familial risk as referenced in KCSIE (2023) highlights that 'assessments of children should consider whether wider environmental factors ar
- Esland Bedford School has a thorough understanding of contextual safeguarding and will make a referral in the first instance if apparent.

Esland Bedford School has adopted a Child-on-Child Abuse Policy which outlines the actions school will take in responding to reports of Child on child abuse.

- Esland Bedford School manage the use of mobile and smart technology on the premises and reflect this in the behaviour / child protection policy.
 - We carry out an annual review of our approach to online safety, filtering and monitoring supported by an annual risk assessment that considers the risks to children.
- 'Report Abuse in Education' (NSPCC helpline) is still available. Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 (tel:0800

Safeguarding Children in Specific Circumstances: Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the all
- Esland Bedford School follow Keeping Children Safe in Education Guidance when responding to such issues alongside local interagency procedures and the Harmful Sexu
- We will seek specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with st
- All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are cre
- In all cases of child on child abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims
- Where necessary, the school's Behaviour and Child on Child Abuse policy will be invoked, and any sanctions applied will be consistent with these procedures.
- Where issues indicate that a criminal offence may have been committed, a report will be made to Bedfordshire Police.

Safeguarding Children in Specific Circumstances: Gang related violence (Co

- Esland Bedford School recognises the risks posed to children in relation to involvement in gang related activity, which may be street gangs, peer group or organised crime.

- The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide support to children and young people.
 - If, however, information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to Children's Social Care.
 - Where there are concerns that a child or young person may be, or is at risk of, becoming involved in gang related activity, a referral will be made to the Multi-agency Gang Partnership.
 - Esland Bedford School understand the process of completing a multi-agency information sharing form which highlights broader concerns contextually occurring outside of school.
- See Appendix Nine for further information on risk indicators for gang involvement

Safeguarding Children in Specific Circumstances: Youth Generated Sexual Imagery

- Esland Bedford School recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude images.
- In all cases where an incident of youth produced sexual imagery is reported, the following actions will be undertaken:
 - the incident should be reported to the Designated Safeguarding Lead as soon as possible
 - the Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff
 - there should be subsequent interviews with the young people involved (if appropriate)
 - parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk or
 - at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care and/or Bedfordshire Police
 - An immediate referral will be made to Bedfordshire Police and Social Care in the following circumstances:
 - the incident involves an adult
 - there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
 - the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
 - the imagery involves sexual acts and any pupil in the imagery is under 13
 - there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming
 - If none of the above applies, the school may choose to deal with the incident without involving Bedfordshire Police or Children's Social Care. This will usually be the case with child/ren.
- The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice.
- Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated Safeguarding Lead will view the imagery.
- All incidents will be recorded.

More information is available in Appendix Eight.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power or coercion, manipulate or deceive a child into sexual activity for the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse can be perpetrated by individuals or groups, males or female, child or adult, consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity; it can also occur through the use of technology (DfE, 2023).

All staff will be aware that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation. Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phone or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

- The school recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators
- The school recognises that there are various 'models' of CSE which include but not limited to:
 - gangs and groups
 - boyfriend/girlfriend model
 - child on child
 - familial
 - online
 - abuse of authority
- Where concerns are identified in relation to Child Sexual Exploitation the Central Bedfordshire Threshold Framework will be consulted in order to ensure the child receives appropriate support.
- An Early Help multi agency response may be initiated from the school as the lead professional by completing an Early Help Assessment.
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to Children's Social Care.
- Advice will be sought to establish if a National Referral Mechanism (<https://www.gov.uk/government/publications/human-trafficking-victims-referral-and-assessment-form>)
- In all cases, intelligence will be shared with Bedfordshire Police using the multi-agency information sharing form.

Children in specific circumstances

Further guidance in relation to safeguarding children in specific circumstances can be found on the Bedford Borough, Central Bedfordshire & Luton Safeguarding Children Board website: <https://www.centralbedfordshire.gov.uk/7C556fec8dceb4b0011df08da6>

Mental Health

- All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make diagnosis of a mental health problem. However, staff will observe children day-to-day and identify those who may be at risk of mental health problems.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and adulthood.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken following the child protection policy including discussing the concern with the Designated Safeguarding Lead.
- The school will access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies as described in the school's Mental Health Policy.

Homelessness

- Esland Bedford School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The designated safeguarding lead (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concern:
- Esland Bedford School recognises that whilst in most cases school and college staff will be considering homelessness in the context of children who live with their families (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.
- Staff are aware of the indicators that a family may be at risk of homelessness, to include: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as
- Referrals and/or discussion with the Local Housing Authority will be progressed as appropriate but will not replace a referral into children's social care where a child has been referred.
- The Local Authority has a legal duty to address concerns under the Homelessness Reduction Act 2017. The focus is early intervention and to encourage those at risk to seek help.

Domestic Abuse

- All staff are aware of The Domestic Abuse Act 2021 which introduced the first statutory definition of domestic abuse and recognises that children can be victims of domestic abuse.
- Staff will continue to develop their understanding of domestic abuse, and how all children can witness and be adversely affected by domestic abuse in the context of their families.
- Staff are aware exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may experience physical harm.
- Esland Bedford School recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be perpetrated by anyone.
- Staff understand that anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can affect anyone.
- Types of domestic abuse include intimate partner violence, abuse by ex-partners, family members, teenage relationship abuse and adolescent to parent violence.
- Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.
- Perpetrators should be offered support.
- Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled by technology) or 'cyber-dependent' (crimes that can only be committed using technology).

- Cyber-dependent crimes include:
 - unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; Denial of Service (DDoS) attacks; and
 - Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputy), should consider referring into the **Cyber Choices** programme.
- Cyber Choices is a nationwide police programme supported by the Home Office and led by the National Crime Agency which aims to intervene where young people are at risk of being exploited.
- Additional advice can be found at: Cyber Choices (<https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>)

Children with additional needs

- Esland Bedford School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child with additional needs or a child with a physical or mental health condition.
- We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities, medical or physical health conditions.
- These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
 - communication barriers and difficulties in managing or reporting these challenges
 - cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges.
- Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person for SEND.
- Esland Bedford School will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.
- If Esland Bedford School is considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there are concerns about their welfare, we will consult with the Local Authority and other key partners.
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we work together with Local Authority and other key partners to ensure the child's needs are met.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

Children who are lesbian, gay, bi or trans (LGBT)

Esland Bedford School recognise that whilst the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, children who are LGBT can be vulnerable to abuse and neglect.

A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Esland Bedford School will endeavour to reduce barriers faced by children who are LGBT and will provide a safe space for them to speak out or share their concerns with members of staff.

What we do when we are concerned about a child

- All concerns will be viewed alongside Central Bedfordshire's Thresholds Framework to ensure the appropriate support or intervention is provided at the earliest opportunity.
- The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused', 2015.
- If, in consultation with the Central Bedfordshire Thresholds Framework, the level of concern sits at Level 2 or 3, an Early Help Assessment should be completed with the child's parent/carer. In cases where it is not possible to obtain consent from the parent/carer, the school will seek advice from the Early Help Team.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that in the event that provision of Early Help has not led to improvements for the child/young person, or concerns escalate, the school will follow the step-up procedures published in the Thresholds Framework.
- In consultation with the Central Bedfordshire Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm, the school will refer the case to the Local Authority Children's Social Care.
- The parent/carer will be informed of the referral unless informing the parent may place the child/young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the school will follow the CBSCP procedures for resolution of professional disagreements, also published in the Thresholds Framework.

Please see Appendix Twelve for further information.

Involving parents/carers

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies and will seek their consent to making a referral. Parents / carers will be informed about the safeguarding policy through the school website where policies can be accessed along with the safeguarding team pictures and names.

Multi-agency work

- The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors, and the senior leadership teams, especially the designated safeguarding lead.
- Esland Bedford School work in partnership with other agencies in the best interests of children. The school will, where necessary, liaise with the school nurse, initiate an referral to their team manager or duty social worker.
- We will co-operate with any child protection enquiries conducted by Children's Social Care. The school will ensure representation at appropriate inter-agency meetings such as the Child Protection Conference.
- We will provide reports as required for these meetings in accordance with the CBSCP interagency procedures. If the school is unable to attend, a written report will be sent to the conference.
- Where a child is subject to a Child Protection Plan, Child in Need Plan or Early Help assessment, the school will contribute to the preparation, implementation and review of the plan.
- If a child is subject to a referral to a multi-panel such as MARAC or CHANNEL, the school will contribute to such arrangements.

Responding to an allegation or concern about a member of staff

- The school will comply with the CBSCP procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- These procedures should be used in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:
 - behaved in a way that has harmed a child or may have harmed a child
 - possibly committed a criminal offence against or related to a child; or
 - behaved in a way that indicates s/he may pose a risk of harm to children
 - behaved in a way that indicates they may not be suitable to work with children.
- We will consult with the LADO when an allegation is made against a member of staff to agree how to progress this.
- Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.
- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people to the Designated Safeguarding Lead.
- Allegations or concerns about colleagues and visitors must be reported directly to the Headteacher/Principal unless the concern relates to Headteacher/Principal. If the concern relates to the Headteacher/Principal is not available, the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO.
- We will follow our safeguarding policies and procedure in the event of an allegation regarding an "incident that happened when an individual or an organisation was using the school premises".
- Contact with the LADO should happen at the earliest possible opportunity and within 1 working day.

The LADO in Central Bedfordshire can be contacted on 0300 300 5026

- The LADO may request a referral - if this is requested, the referral will be completed and submitted within 1 working day.
 - The school will engage with the LADO at all stages of the management of the allegation/concern and comply with the statutory guidance contained within Keeping Children Safe in Education.
 - In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternative arrangements will be made for the child.
 - Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
 - Should the school dismiss a member of staff/volunteer because of a substantiated allegation or should a member of staff/volunteer resign before an investigation has been completed, the school will ensure that the member of staff/volunteer is not employed or engaged in any way that could be seen to be a conflict of interest.
 - If the member of staff is engaged in teaching work, the school will, in accordance with published guidance from the Department for Education, consider whether a referral should be made to the NSPCC.
 - The school will adhere to the statutory guidance contained within Keeping Children Safe in Education with regard to record keeping, references and compromise or settlement.
 - If an allegation is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.
- The school has appropriate policies and processes in place to manage and record any such concerns that do not meet the harm threshold and take appropriate action to safeguard children. If a member of staff, student or volunteer has any concerns about poor, unsafe practice, or failures of the safeguarding regime, they are encouraged to raise this with the Headteacher/Principal. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have confidence in the school's procedures for information on the NSPCC website.

Appendix One

The Designated Safeguarding Lead will:

- support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff
- refer cases to the Police where a crime may have been committed
- inform Headteacher/ Principal of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370822/pace-code-c-2019.pdf)
- seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required
- liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision-making will be recorded
- ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the CBSCP's information sharing guidance.
- ensure staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with the situation
- ensure a written record will be made of what information has been shared with whom, and when
- ensure that child protection files are kept up to date
- ensure safeguarding and child protection records will be stored securely in a central place separate from academic records
- ensure individual files will be kept for each child: the school will not keep family files
- ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record kept of who has accessed the records
- ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the school
- ensure general communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility

Appendix Two

Roles and responsibilities of the Governing Board

The governing body/equivalent will ensure that:

- the school contribute to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' - this includes providing a co-ordinated offer of early
- the school provides an appropriate safeguarding response in accordance with the Central Bedfordshire Council Threshold framework in order to safeguard children.
- online safety is a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. This w
- the school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), vulnerab
- the child protection policy reflects and addresses additional challenges exist for those children with special educational needs and disabilities and physical and mental he
- the school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary agreements, interim or full care or
- there is a designated teacher with the appropriate training skills and knowledge appointed to work with the virtual school head to promote the academic achievement of l
- the school's safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter- procedures, set up by the Local Multi Age
- the school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Chi
- they recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that clearly set ou
- that School staff be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of childre
- they are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and ir
- relevant staff have due regard to the relevant data protection principles
- the school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation and Child Criminal Exploitation with Bedfordshire Police.
- the school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and
- the Headteacher/Principal ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented
- the school has a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include - staff/child relationships and communication
- the school has procedures for managing any allegations and concerns about adults that work or volunteer with children, that may or may not meet the harm threshold and
- the school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keepin
- the Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated - this is clearly defined
- the Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead
- any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as
- the Designated Safeguarding Lead and any Deputies undertake CBSCP higher level training to ensure they have the appropriate training, skills and knowledge to carry out t
- in addition, the Designated Safeguarding Lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding lead four
- the Headteacher/Principal and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education and that they
- all Governors and Trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowled
- training updates take account of CBSCP priorities, the local context, the needs of the pupils and other identified training needs
- all training will incorporate safeguarding children in specific circumstances which includes, but is not limited to: Child Sexual Exploitation (CSE), Female Genital Mutilation
- the training will ensure that child on child abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touc
- the school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number f
- the school recognises that being absent, as well as missing, from education can be warning sign of a range of safeguarding concerns, including sexual abuse, sexual expl
- temporary staff and volunteers are made aware of the school's procedures for child protection and their responsibilities
- the school remedies any deficiencies or weaknesses brought to its attention without delay and recognises the importance of utilising the expertise of the Designated Safe
- the school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness.
- the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns i
- Governing bodies should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safe
- the curriculum is delivered in such a way to include educating children about how to stay safe which will include Relationship and Sex Education (RSE), online safety and b
- children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs a
- the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be
- the governing body reviews the policies/procedures annually
- a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event c

Appendix Three

Definitions and indicators of abuse

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the in Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or by another child or children.

Neglect

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. Ne

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger
- stealing, scavenging and/or hoarding food
- frequent tiredness or listlessness

- frequently dirty or unkempt
- often poorly or inappropriately clad for the weather
- poor school attendance or often late for school
- poor concentration
- affection or attention seeking behaviour
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones, for example growth, weight
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is regularly not collected or received from school; or
- the child is left at home alone or with inappropriate carer.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may include bruising or burns. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- round burn marks
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches
- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE
- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying; or
- isolation from peers.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is forced or coerced into sexual activities, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). See: [Child Sexual Abuse: A Guide for Practitioners](#). The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse
- aggressive behaviour including sexual harassment or molestation
- unusual compliance
- regressive behaviour, enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming; or
- bruises or scratches in the genital area.

Sexual exploitation

Child sexual exploitation occurs when a child or young person, or another person, receives 'something' (for example food, accommodation, drugs, alcohol, cigarettes, affection) in exchange for sexual activities. The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- entering and/or leaving vehicles driven by unknown adult
- possessing unexplained amounts of money, expensive clothes or other items
- frequenting areas known for risky activities
- being groomed or abused via the Internet and mobile technology; and
- having unexplained contact with hotels, taxi companies or fast food outlets.

The intelligence reporting form will be used to share information with Bedfordshire Police and Children's Social Care that raises a concern around CSE.

Emotional abuse

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 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 play. Emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- over-reaction to mistakes

- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- behaviours such as rocking, banging head, regression, tics and twitches
- self-harming, drug or solvent abuse
- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders - anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

Responses from parents

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home; or
- violence between adults in the household.

Disabled children

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

Possible indicators of abuse and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- not getting enough help with feeding leading to malnourishment
- poor toileting
- lack of stimulation
- unjustified and/or excessive use of restraint
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- unwillingness to try to learn a child’s means of communication
- ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting
- misappropriation of a child’s finances; or
- inappropriate invasive procedures.

Appendix Four

Dealing with a disclosure of abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- stay calm
- do not communicate shock, anger or embarrassment
- reassure the child
- tell her/him you are pleased that s/he is speaking to you
- never enter into a pact of secrecy with the child
- assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this (state who this will be and why)
- tell her/him that you believe them
- children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- tell the child that it is not her/his fault
- encourage the child to talk but do not ask “leading questions” or press for information
- listen and remember
- check that you have understood correctly what the child is trying to tell you
- praise the child for telling you
- communicate that s/he has a right to be safe and protected
- do not tell the child that what s/he experienced is dirty, naughty or bad
- it is inappropriate to make any comments about the alleged offender
- be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- at the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- as soon as you can afterwards, make a detailed record of the conversation using the child’s own language – include any questions you may have asked
- Do not add any opinions or interpretations.

NB. It is not education staff’s role to seek disclosures; their role is to observe that something may be wrong, ask about it, listen, be available and make time to talk.

The child may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Th

Appendix Six

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the 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 belief'

Extremism is defined by the Crown Prosecution Service as:

'The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.'

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in

- Indicators of vulnerability include:
- identity crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - personal crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group
 - personal circumstances – migration; local community tensions; and events affecting the child's country or region of origin may contribute to a sense of grievance that is
 - unmet aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life
 - experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - special educational need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element
- possessing or accessing violent extremist literature
- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix Seven

Safeguarding in Specific Circumstances: Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sexual intercourse, childbirth and mental health.

Effects of FGM

There are no health benefits to FGM, and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure.

Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, to increase her chances of marriage). However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where

Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays. Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan	Oman				
Ethiopia	Somalia	Gambia	Sierra Leone	Mali				
Guinea	Nigeria	Indonesia	Saudi Arabia	Ivory Coast	Malaysia	Kenya	Iraqi Kurdistan	Liberia

The law and FGM

FGM is illegal in the UK. It is a criminal offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM.

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

The Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to protect girls from FGM.

Possible signs and indicators of FGM

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM:

- parents requesting additional periods of leave around school holiday times
- if the girl comes from a country with a high prevalence of FGM
- mother and siblings have undergone FGM
- child may indicate that they are going for a special event (in the UK or abroad).

Further information can be obtained from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_Pathways.pdf, and FGM screening tool can be found at:

Click here to view Appendix 1: Pan Bedfordshire FGM Pathways (https://bedfordscb.proceduresonline.com/files/fgm_pathways.pdf).

Appendix Eight

Safeguarding in specific circumstances: Youth produced sexual imagery

Definition: under 18s sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet.

Incidents covered by this policy:

- person under 18 creates a sexual image of themselves and shares it with another person under 18
- a person under 18 shares an image of another under 18 with another person under 18 or an adult
- a person under 18 is in possession of sexual imagery created by another person under 18

Incidents not covered by this guidance:

- under 18s sharing adult pornography
- under 18s sharing sexual texts without sexual imagery
- adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear.

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity.

The National Police Chiefs Council has made clear that incidents of youth produced sexual imagery should be treated primarily as a safeguarding issue. However, the police aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Assessing the risks

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to police and/or Children's Social Care, the DSL should consider:

- Why was the imagery shared?

Was the young person coerced or put under pressure to produce the imagery?

- Who has shared the imagery?
- Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

Informing parents/carers

Parents/carers should be informed and involved in the process at an early stage unless informing will put the young person at risk of harm. Any decision not to inform the parents/carers may work with the young people involved to decide on the best approach for informing parents. In some cases, DSLs may work to support the young people to inform their parents.

Searching devices, viewing and deleting imagery

Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, responses to incidents should be based on what the young person has said.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent/carer in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, then the DSL should:

- never copy, print or share the imagery; this is illegal
 - discuss the decision with the Headteacher/Principal
 - ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher/Principal
 - ensure viewing takes place with another member of staff present in the room, ideally the Headteacher/Principal or a member of the senior leadership team (this staff member)
 - wherever possible, ensure viewing takes place on school or college premises, ideally in the Headteacher/Principal or a member of the senior leadership team's office
 - ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
 - record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has
- If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, the
- Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice (<https://www.gov.uk/government/public>)

Appendix Nine

Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar. Risk indicators may include:

- becoming withdrawn from family
- sudden loss of interest in school - decline in attendance or academic achievement
- starting to use new or unknown slang words
- holding unexplained money or possessions
- staying out unusually late without reason
- sudden change in appearance - dressing in a particular style or 'uniform'
- dropping out of positive activities
- new nickname
- unexplained physical injuries
- graffiti style tags on possessions, school books, walls
- constantly talking about another young person who seems to have a lot of influence over them
- broken off with old friends and hanging around with a new group
- increased use of social networking sites
- starting to adopt codes of group behaviour e.g. ways of talking and hand signs
- expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- being scared when entering certain areas
- being concerned by the presence of unknown youths in their neighbourhood

This is not an exhaustive list and should be used as a guide.

Appendix Ten

Safeguarding in Specific circumstances: Child Sexual Exploitation

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious abuse, including social networking, internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. Many children and young people are groomed into sexually exploitative relationships, but other forms of entry exist. Some young people are engaged in informal economies to and to keep them compliant.

The school recognises that being absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploit:

The key indicators of child sexual exploitation include:

Health-

- physical symptoms (bruising suggestive of either physical or sexual assault)
- chronic fatigue
- recurring or multiple sexually transmitted infections
- pregnancy and/or seeking an abortion
- evidence of drug, alcohol or other substance misuse
- sexually risky behaviour

Education-

- truancy/disengagement with education or considerable change in performance at school.

Emotional and Behavioural Issues-

- volatile behaviour exhibiting an extreme array of mood swings or use of abusive language
- involvement in petty crime such as shoplifting, stealing etc.
- secretive behaviour
- entering or leaving vehicles driven by unknown adults

- reports of being seen in places known to be used for sexual exploitation, including public toilets known for 'cottaging' or adult venues (pubs and clubs)

Identity-

- low self-image
- low self-esteem
- self-harming behaviour, e.g. cutting, overdosing
- eating disorders
- promiscuity

Relationships-

- hostility in relationships with staff, family members as appropriate and significant others
- physical aggression
- placement breakdown
- reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation
- detachment from age-appropriate activities
- associating with other young people who are known to be sexually exploited
- known to be sexually active
- sexual relationship with a significantly older person, or younger person who is suspected of being abusive
- unexplained relationships with older adults
- possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet
- phone calls, text messages or letters from unknown adults
- adults or older youths loitering outside the home
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for in spite of having no known home base
- missing for long periods, with no known home base
- going missing and being found in areas where they have no known links

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

Social Presentation-

- change in appearance
- going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people)

Family and Environmental Factors-

- history of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties

Housing -

- pattern of previous street homelessness;
- having keys to premises other than those known about

Income-

- possession of large amounts of money with no plausible explanation
- acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- accounts of social activities with no plausible explanation of the source of necessary funding

This list is not exhaustive.

Appendix Eleven

Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice> (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>)

This HM Government advice is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children. This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in The Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Further guidance can be found at:

Pan Bedfordshire Practitioner's Guide to Information Sharing to Safeguard Children & Young People (https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbedfordscb.proceduresonline.com%2Ffiles%2Finfo_sharing_pr.pdf&data=05%7C01%7CNatalie.Hills%40centralbedfordshire.gov.uk%7C1e0e66a27ea84-44430400-8000-000000000000)

Information Sharing & Consent Summary (https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbedfordscb.proceduresonline.com%2Ffiles%2Fconsent_summary.pdf%3Fzoom_highlight%3Dconsent%23search%3D%2522consent%2522&data=05%7C01%7CNatalie.Hills%40centralbedfordshire.gov.uk%7C1e0e66a27ea84-44430400-8000-000000000000)

Myth Busting: Information Sharing (https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbedfordscb.proceduresonline.com%2Ffiles%2Fconsent_myth_buster.pdf&data=05%7C01%7CNatalie.Hills%40centralbedfordshire.gov.uk%7C1e0e66a27ea84-44430400-8000-000000000000)

Information Sharing: Information Sharing (https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbedfordscb.proceduresonline.com%2Ffiles%2Fconsent_myth_buster.pdf&data=05%7C01%7CNatalie.Hills%40centralbedfordshire.gov.uk%7C1e0e66a27ea84-44430400-8000-000000000000)

Information Sharing: Information Sharing (https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbedfordscb.proceduresonline.com%2Ffiles%2Fconsent_myth_buster.pdf&data=05%7C01%7CNatalie.Hills%40centralbedfordshire.gov.uk%7C1e0e66a27ea84-44430400-8000-000000000000)

Information Sharing: Information Sharing (https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbedfordscb.proceduresonline.com%2Ffiles%2Fconsent_myth_buster.pdf&data=05%7C01%7CNatalie.Hills%40centralbedfordshire.gov.uk%7C1e0e66a27ea84-44430400-8000-000000000000)

Appendix Twelve

Model Setting Concern Process

This is currently being updated by the Children's Safeguarding Board, we will send as soon as it becomes available to update your policy.

Appendix Thirteen

	YES	NO	Existing Controls	Further Action	Staff responsible	Due Date
Does your Safeguarding Policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?						
Is the lead contact for Prevent responsibilities clearly identified in the policy?						
Designated Safeguarding Lead / Prevent Single Point of Contact SPOC						
Governor Safeguarding Lead						
Does SG policy make explicit how PREVENT concerns should be reported within school?						
Fundamental British Values are considered in curriculum planning						
Thinking about an incident of radicalisation and/or extremism - Has the setting considered specific potential areas of risk such as;						
Processes in place to manage Subject Access Requests/Freedom of Information Requests should they be made?						
The process in place for the management of information should there be media interest or if information requested into the community?						
How will information be shared and with whom?						
Does the school have clear guidance for visiting speakers?						
Checks for external speakers to the school; Has the identity of the speaker been confirmed, and due diligence carried out? (Might consider checks on the internet to confirm the status of speaker and/or the organisation to include website, YouTube or social media sites.)						
Checks for premises use by externals?						
Have ALL staff received appropriated training on PREVENT?						
Does this include support staff?						
Are there provisions for new staff induction?						
Have Governors received a PREVENT briefing?						
Do all staff know what to do if they have a PREVENT concern and to whom to report it?						
Does the E-Safety Policy refer to the requirements of the Prevent guidance?						
Appropriate filtering is in place to ensure that staff and children are unable to access unauthorised or extremist websites online through school systems.						

Protocols are in place to manage the layout, access and use of any space provided for the purposes of prayer, contemplation and faith facilities						
Clear guidance on governing the display of materials internally at the school						

Appendix Fourteen

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children.

Operation Encompass connects the police with schools to enable that the appropriate support is in place for children who are subject to/witness incidents of domestic abuse support children in making them feel safe.

Please click here (<https://www.operationencompass.org/>) for more information.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced c

Appendix Fifteen

Searching procedures

Schools will have due regard to Searching, Screening and Confiscation guidance (<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachme>