



SAFEGUARDING AND CHILD PROTECTION POLICY FOR IVEL VALLEY SCHOOL

Modelled on Central Beds policy produced September 2020

Please pay particular attention to the COVID-19 addendum on p.37.

Note: Working Together 2020 replaces Local Safeguarding Children Boards, with Local Safeguarding Partners. However, at the time of this policy review the Local Safeguarding Children Board remains in place and as such should be understood as Safeguarding Partners as defined in Working Together 2020.

SAFEGUARDING AND CHILD PROTECTION POLICY

Ratified by the Governing Body: **22nd September 2020**

To be reviewed (annually): **September 2021**

Note: **Children** includes everyone under the age of 18. At Ivel Valley School our young people may stay until they are 19 years of age. Due to their vulnerability, this policy will continue to be used until they leave this school.

Key staff:

Designated Safeguarding Lead	Emily Sidhu – Assistant Principal
Deputy Designated Safeguarding Lead	Roger Williams – Assistant Principal
Safeguarding Lead for After School Club	Emily Dilloo
Designated member of staff for E-Safety	Ian Hall
Safeguarding Governor	Gill Needham

1. 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 life chances.

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 2020)

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

Neglect

Emotional abuse

Bullying, including online and prejudice-based bullying

Gender based violence / violence against women and girls

Child Sexual Exploitation (CSE) and trafficking

Teenage relationship abuse

Gang / youth violence including initiation / hazing

Female Genital Mutilation (FGM)

Fabricated / induced illness

Online including grooming via social networking, online gaming, video messaging

Self-harming behaviours

Upskirting

Physical abuse

Sexual abuse

Racist, disability and homophobic or transphobic abuse

Radicalisation and /or extremist behaviour

The impact of new technologies on sexual behaviour:
e.g. youth produced sexual imagery

Substance abuse

Domestic abuse / violence

Forced marriage

Poor parenting

Peer on peer abuse

Children with mental health difficulties or illness

Contextual / extra familiar risks

Ivel Valley School is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- All children/young people have an equal right to be protected from harm
- Children/young people need support which matches their individual needs, including those who may have experienced abuse
- All children/young people have the right to speak freely and voice their values and beliefs
- All children/young people must be encouraged to respect each other's values and support each other
- All children/young people 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
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse
- Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

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

Working Together to Safeguard Children (DfE 2020)
Keeping Children Safe in Education (DfE Sept 2020)
Information Sharing (HM Govt July 2018)
The procedures of the Local Safeguarding Children & Adults Board
The Children Act 1989
The Education Act 2002 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, 2016)
Preventing and Tackling Bullying: Advice for Head Teachers, 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 advice for schools 2016)
Child missing from home or care (DfE statutory guidance 2017)
Child sexual exploitation advice for practitioners (DfE advice for practitioners 2017)
Domestic abuse (Home Office advice)
Drugs (DfE and ACPO guidance)

2. CONTEXT

Ivel Valley is an area special school in Biggleswade, Central Bedfordshire for children and young adults aged 3-19. Every pupil at Ivel Valley has an Education, Health and Care Plan (EHCP), meaning staff need to have an acute awareness of the implications of safeguarding pupils with special education needs and disabilities (SEND), and their increased vulnerability to abuse and neglect. This vulnerability might be due to: additional communication needs; not understanding that what is happening to them is abuse; the need for intimate care; isolation from others; and

dependence on adults. This will be further considered through staff training. There is also specific information in appendix one.

The majority of our pupils reside in Central Bedfordshire; some reside in neighbouring counties including Bedford Borough, Hertfordshire, Cambridgeshire and Northamptonshire. We therefore follow Central Bedfordshire policies and procedures, but have awareness of the need to follow policies and procedures of different local authorities if required.

Staff must be aware of the need to provide additional support, resources and communication opportunities to allow pupils to share any worries, tailored to their individual communication needs. Staff must be aware that pupils might communicate through their actions and behaviour.

Many of our pupils need support with personal care. Staff should refer to our Intimate Care policy and Physical Touch policy to understand their responsibilities with this. Staff must report any child protection concerns arising from intimate care.

Considering contextual safeguarding, staff need to be aware that due to good transport links, Bedfordshire is an area at risk from county lines. This suggests increased risk of gang related violence, serious violent crime, child sexual exploitation and modern day slavery. Staff should pay particular attention to these parts of the policy.

3. OVERALL AIMS

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

- Clarifying standards of behaviour for staff and pupils
- 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 pupils
- Introducing appropriate work within the curriculum
- Encouraging pupils and parents / carers to participate
- Developing staff's awareness of the risks and vulnerabilities pupils face to enable them to recognise and respond to concerns
- Addressing concerns at the earliest possible stage in the least intrusive way

4. 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 Central Bedfordshire thresholds frameworks
- 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, school leaders should speak out, addressing them internally where possible and engaging in a multi-agency response when required, in accordance with interagency procedures.

5. KEY PROCESSES

All staff should be aware of the guidance issued by Central Bedfordshire within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way. This document is integral to safeguarding children in Central Bedfordshire educational establishments and will always be used to underpin decision making.

All staff will be aware of, and follow internal reporting procedures, in line with the guidance in Appendix Two.

All staff will be aware of the importance of recording and reporting any information that may be an indicator of abuse, even if it is not an immediate concern. Staff will record and report all such information using the school's internal recording system - CPOMS.

6. EXPECTATIONS

All staff and 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 and deputies for the school
- Be alert to signs and indicators of safeguarding concerns and possible abuse
- 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 agreed by the LSCB
- Be involved in the implementation of individual education programmes, Early Help assessments and plans, Child in Need plans and interagency Child Protection plans, as appropriate
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Record concerns and ensure the records reach the Designated Safeguarding Lead or deputy in a timely manner
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two
- Undertake referrals of 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 that they may contribute to.
- All staff will receive safeguarding training at the point of induction. This will be regularly updated at a minimum of three year intervals. 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 undertake the role. This training will be regularly updated at a minimum of two year intervals.

- All staff will receive annual safeguarding updates which may include e-learning, circulation of information and guidance internally, staff meetings, inset training. The subject / topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.
- All staff and visitors will be made aware that mobile phones must not be used in the vicinity of pupils. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils. Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- All staff will be aware of and adhere to the Confidentiality and Whistleblowing policies.

7. THE DESIGNATED SAFEGUARDING LEAD

Our Designated Safeguarding Lead (DSL), Emily Sidhu, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the school. They will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as the Early Help hub, children's social care, health, police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Lead: Roger Williams

- Any Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.
- When the school has concerns about a child, the DSL or Deputy will decide what steps should be taken in accordance with the Central Bedfordshire Thresholds Framework and initiate a response accordingly. This may include providing a single agency Early Help response, undertaking an Early Help Assessment (EHA) or referral to Children's Social Care for a statutory social work assessment. The Principal will be kept apprised of cases as appropriate.
- The DSL 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.
- The DSL and deputies will liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2020).
- The DSL will refer cases to the Police where a crime may have been committed.
- The DSL will seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- The DSL will 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 or resigned due to risk/harm to a child.
- The DSL will 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.

- The DSL will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- The DSL will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; the school will not keep family files. At Ivel Valley, confidential information and records will be held securely on our electronic system – CPOMS. Historic paper records are stored in locked filing cabinets.
- The DSL will ensure access to safeguarding and child protection records by staff other than by the DSL, deputies or the Principal will be restricted, and a written record will be kept of who has had access to them and when.
- The DSL will ensure parents / carers 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 appropriate members of staff. General communications with parents / carers will be in line with any home school policies and give due regard to which adults have parental responsibility.
- The DSL will not disclose to a parent/carer any information held on a child if this would put the child at risk of significant harm. In such circumstances advice will be sought from children’s social care.
- If a child moves from our school, the DSL will ensure child protection records are forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary. We will record where and to whom the records have been passed and the date.
- 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 either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is permanently excluded and moves to an alternative 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 Local Authority Children’s Services and Elective Home Education team.
- 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 information being passed on in order that the FE establishment can provide appropriate support.
- When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. In exceptional circumstances when a face to face handover is unfeasible, the Principal will ensure that the new post holder is fully conversant with all procedures and case files.

8. 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 2020 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

The governing body will ensure that:

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2020. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The school provides an appropriate safeguarding response in accordance with the Central Bedfordshire Thresholds Framework in order to safeguard children.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment, upskirting or youth produced sexual imagery.
- Online safety is considered with increasing work online, which poses concerns around potentially harmful and inappropriate online material. Governing bodies will ensure that appropriate filters and monitoring systems are in place.
- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after.
- The school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This includes working with Children's Social Care from other areas when children attend school in Central Bedfordshire but live outside of Central Bedfordshire.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2020 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015.
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Central Bedfordshire Borough Council.
- 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 neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- The Principal ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented.

- The school has a staff handbook, code of conduct and an ICT acceptable use agreement which amongst other things includes staff/pupil relationships and communications, including the use of social media and other online platforms.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates Safer Recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2020.
- 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 within the role holder's job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2020.
- The DSL and any Deputies undertake LSCB higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the DSL and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.
- Any Deputy DSL has the appropriate training skills and knowledge to undertake the operational function of the DSL as per Appendix B of Keeping Children Safe in Education 2020.
- The DSL maintains management oversight of any work undertaken by the Deputy DSLs.
- The Principal and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2020 and they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.
- All training will incorporate safeguarding children in specific a circumstance which includes, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse. The training will ensure that peer on peer abuse is never seen as 'banter' or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence. The training recognises how alcohol use, drug use, truanting and youth produced sexualised imagery increases risks of harm to children. In addition, the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children.
- The school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school's arrangements 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 DSL and Deputies in shaping safeguarding arrangements.

- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- 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 broader safeguarding messages within PSHE.
- There are processes in place which enables children and young people to express their wishes and feelings and provide feedback.
- The governing body reviews its policies/procedures annually.
- There is a nominated governor for safeguarding. They are responsible for liaising with the Principal and DSL over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children.
- Ensure 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 of allegations of abuse made against the Principal.

9. A SAFER SCHOOL CULTURE

The culture of Ivel Valley 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 adults working or volunteering within the organisation and that all concerns will be reported to the DSL or Principal when concerns relate to an adult. The school has a culture of listening to, and hearing the voice of the child. As required, all staff have read part one of Keeping Children Safe in Education (2020).

10. OUR ROLE IN THE PREVENTION OF ABUSE

In accordance with Working Together 2020, the school recognises the need to safeguard children from neglect, emotional abuse, physical abuse and sexual abuse.

Appendix One contains more information about definitions and indicators.

In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2020. 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 other with respect, feel safe, have a voice, and are listened to.

Our policies all address issues of power and potential harm to ensure a whole school approach, such as: E-Safety policy, Health and Safety policy, Confidentiality policy, Intimate Care policy, Physical Contact policy, Positive Handling policy, Anti-Bullying policy and Whistleblowing policy.

11. INSPECTION

From September 2019, Ofsted's inspections of early years, schools and post -16 provision will be carried out under [Ofsted's Education Framework](#). Ivel Valley will be aware of the new inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.

12. THE CURRICULUM

We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding fundamental British values. Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development, and the mandatory Relationships, Sex and Health Education curriculum.

13. SAFER RECRUITMENT AND SELECTION

- The school pays full regard to Keeping Children Safe in Education 2020. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions and EEA regulating authorities. Ivel Valley acknowledge that S128 checks should be completed on governors. A section 128 would prohibit someone from serving as a governor of a maintained school.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.
- Several members of the Senior Leadership Team have undertaken Safer Recruitment training. One of these trained members of staff will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

14. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD

- All concerns will be viewed alongside the Central Bedfordshire Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. 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 consent of the parent / carer. Early Help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Help team as a multi-agency response. In cases where it is not possible to obtain consent from the parent / carer, the school will seek advice from the Early Help team.
- Ivel Valley will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- 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, a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child at increased risk of harm.

- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

15. 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 to another agency. Appropriate staff will approach parents / carers after consultation with the DSL. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be able to access our safeguarding policy through the school website.

16. MULTI-AGENCY WORK

- The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors and the senior leadership teams, especially the DSL, will make themselves aware of and follow their local arrangements.
- We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children's and adults' social care. Referrals and contacts should be made by the DSL to either the Early Help team, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or duty social worker.
- We will co-operate with any safeguarding enquiries conducted by social care: the school will ensure representation at appropriate inter-agency meetings such as Team Around the Family (TAF) meetings and initial and review Child Protection conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency Child Protection plan, Child in Need plan or Early Help Assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC or Channel, the school will contribute to such arrangements.
- If a safeguarding concern occurs in another setting, staff will follow the Dual Reporting policy in Appendix Nine.

17. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF

- The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- This procedure should be used in any case in which it is alleged that a member of 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
- 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 immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal unless the concern relates to the Principal. If the concern relates to the Principal, it must be reported immediately to the Chair of Governors. Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.
 - If the 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 and discuss the concerns. Contact with the LADO should happen at the earliest possible opportunity and within 1 working day. The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day.

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

- 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 2020 and the local procedures published by the LSCB. 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 alternatives to manage the risk will be considered. 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 as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. 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 to the National College of Teaching and Leadership (NCTL) should be made.
- The school will adhere to the statutory guidance contained within Keeping Children Safe in Education 2020 with regard to record keeping, references and compromise or settlement agreements.
- 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 Principal, Senior Leadership Team or Governing Body, following the Whistleblowing procedures of the school, which can be found in the Whistleblowing Policy.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and email help@nspcc.org.uk.

18. CHILDREN WITH ADDITIONAL NEEDS

- Ivel Valley 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 frequently missing from home/care, children with special

educational needs or disabilities (SEND), a child living with domestic abuse, parental mental ill health, or substance abuse or has returned home to their family from care.

- As all pupils attending Ivel Valley have an Education, Health and Care Plan (EHCP), there will be particular focus from training provided by the DSL on safeguarding children and young adults with SEND.
- When the 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 is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. 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. This decision may only be made by the Principal.

19. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: 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 whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. 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.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences, can impact on children's mental health, behaviour and education.
- 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 discussion with the DSL or deputy.

20. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: domestic abuse

At Ivel Valley, we are working in partnership with Central Bedfordshire Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass and locally as Relay. In order to achieve this, Central Bedfordshire Council will share police information with the nominated Relay Single Point of Contact (SPOC) – the DSL – of all domestic incidents where one of our pupils has been affected. On receipt of any information, the nominated SPOC will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the 'CBC Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

21. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: children who are vulnerable to extremism

- Ivel Valley seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 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 people and families from violent extremism. Ivel Valley is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

- Ivel Valley values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of democracy, rule of law, equality of opportunity, freedom of speech and the rights of all women and men to live free from persecution of any kind; it would be expected that views and opinions expressed would be commensurate with these.
- Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix Four.
- The school governors, the Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the LSCB.
- In accordance with the Prevent Duty, Emily Sidhu is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- 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 DSL. If a child or young person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form. In all cases, in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- 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 made to the Multi Agency Safeguarding Hub.

22. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: female genital mutilation / forced marriage / modern day slavery

- **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 circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- 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 professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged 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 in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.

- Further information regarding FGM can be found in Appendix Five
- A **forced marriage** is where one or both people do not (or in cases of some people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- 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 example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- 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
- **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 Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol). These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. 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.
- 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).

23. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: peer on peer 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 outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- Ivel Valley recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:
 - 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 produced sexual imagery)
 - Sexual assault
 - Sexual violence or harassment
 - Sexually harmful or problematic behaviour
 - Upskirting
 - Gang initiation or hazing type violence

- 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 buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Ivel Valley will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case basis using the Central Bedfordshire Thresholds Framework to consider/identify whether a criminal offence may have been committed and subsequently decide whether a report to the Multi Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

24. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: serious violent crime

- Ivel Valley understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.
- Contextual safeguarding/extra familial risk as referenced in Keeping Children Safe in Education 2020 highlights that *'assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process'*. Ivel Valley has a thorough understanding of contextual safeguarding and will make a referral in the first instance if apparent.

25. 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 alleged victim. Tools such as Brook Traffic Light Tool might be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care.
- In all cases of peer on peer abuse, the school will consider the vulnerability of all children, including those alleged to have caused the harm and those alleged to be victims, and provide a safeguarding response consistent with the Central Bedfordshire Thresholds Framework.
- Where necessary, the school behaviour policies 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 the police.

26. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: gang related violence (contextual / extra-familial risk)

- The 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. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition children may experience violence as part of an initiation or hazing practices.

- 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 an early help response when concerns are raised about indicators of gang activity.
- If, however information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within 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 MAG panel in accordance with Local procedures as part of the safeguarding response. Ivel Valley understand the importance of sharing intelligence with the police.
- Further information can be found in Appendix Six.

27. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: youth generated sexualised imagery

- The school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:
 - The incident should be reported to the DSL as soon as possible.
 - The DSL 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 of harm.
 - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.
- An immediate referral will be made to the 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 the police or social care. This will usually be the case where the DSL is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school support and disciplinary frameworks. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the 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 DSL will respond to an incident based on what they have been told about the imagery.
- All incidents will be recorded.
- Further information can be found in Appendix Seven.

28. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power or coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to 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 females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and maybe accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.
- CSE can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child 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, peer on peer, familial, online, abuse of authority.
- Where concerns are identified in relation to Child Sexual Exploitation, the Central Bedfordshire Thresholds Framework will be consulted in order to ensure the child receives support at the earliest possible opportunity. An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger Families Team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub.
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- In all cases, intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the Single Point of Contact for CSE within Central Bedfordshire Council.

29. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: further guidance

- Further guidance in relation to safeguarding children in specific circumstances can be located in the LSCB / Central Bedfordshire Council procedures as listed below:
 - abuse linked to spiritual belief
 - child sexual exploitation
 - safeguarding children vulnerable to gang activity
 - supporting individuals vulnerable to violent extremism
 - private fostering
 - children missing from home or care
 - children missing education
 - children of parents who misuse substances
 - children of parents with learning difficulties
 - working with parents/carers with mental health problems
 - working with parents/carers with disabilities
 - children with disabilities, including autism
 - protocol for dealing with domestic violence when children are involved
 - online – children exposed to abuse through digital media
 - fabricated or induced illness
 - Female Genital Mutilation
 - forced marriage / honour based violence
 - modern day slavery / human trafficking
 - criminal exploitation of children across county lines
 - practice guidance & procedures to distinguish between healthy and abusive sexual behaviours in children and young people
 - safeguarding children who may have been trafficked
 - protocol & guidance; working with sexually active young people
 - working with hostile, non-compliant clients and those who use disguised compliance

DEFINITIONS AND INDICATORS OF ABUSE

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. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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 carers

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 also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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 aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

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 adults;
- 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 on the LSCB website 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 conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

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;
- Soiling, smearing faeces, enuresis;
- Stopping communication suddenly (known as “traumatic mutism”)

RESPONSES FROM PARENTS

Research and experience indicates 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.

CHILDREN WITH DISABILITIES

When working with children with disabilities, practitioners need to be aware that 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 arrangements;
- 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.

DEALING WITH SERIOUS CONCERNS OR 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. Words you could use include "tell", "explain" and "describe".
- 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.

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 try to make time to talk.

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Principal or the Designated Safeguarding Lead, so you must share serious concerns with a member of the safeguarding team **immediately**. You will then be asked to make a typed record on CPOMS.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Principal.

You must consider the importance of recording and reporting any information that may be an indicator of abuse, even if it is not an immediate or serious concern. Staff must record and report all such information using CPOMS.

APPENDIX THREE

ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical** - for example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.
- **Emotional** - for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, attitudes that discriminate on the grounds of race, gender, disability or sexuality, excessive or aggressive shouting.
- **Sexual** - for example sexualised behaviour towards peers, sexual harassment, sexual communication including via social networking, email, text, grooming behavior, sexual assault and rape.
- **Neglect** - for example failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs
- **May pose a risk** - behaviours that may take place outside of the workplace that could present a transferable risk in their professional role with children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff, governor, visitor or volunteer, the Principal should be informed immediately. If the allegation or concern may fall within the following criteria the LADO will be contacted at the earliest possible opportunity and within 1 working day: 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.

The Principal will not carry out the investigation him/herself or interview pupils.

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries, or if a child makes an allegation of sexual abuse against an adult that works with children, Child Protection procedures will be followed and a referral made to the Multi Agency Safeguarding Hub. The LADO will also be informed.

The Principal must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

- If the actions of the member of staff, are felt likely to fall within the scope of the interagency allegation management procedures as stated in point 2, the Principal will notify the Local Authority Designated Officer (LADO) (Tel: 0300 300 5026). The LADO will liaise with the Principal and advise about action to be taken which will be in accordance with the interagency procedures for managing allegations.
- If the Principal is uncertain whether the concern or allegation falls within the scope of the allegation management procedures, a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.
- Where an allegation has been made against the Principal, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of the LSCB.

See also Ivel Valley's Whistleblowing policy.

APPENDIX FOUR

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 beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

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 those who hold radical views, do not become involved in violent extremist activity. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

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 and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- 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 triggered by personal experience of racism or discrimination or aspects of Government policy;
- 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 Needs – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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.

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 sex, childbirth and mental health.

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, as a preparation for marriage or to preserve her virginity).

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. There are no health benefits of FGM.

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 it's carried out.

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, as this allows more time for them to "heal" before they return to school

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 an FGM practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from: Egypt, Yemen, Eritrea, Sudan, Ethiopia, Somali, Gambia, Sierra Leone, Guinea, Nigeria, Indonesia, Mali, Ivory Coast, Malaysia, Kenya, and Liberia.

The law and FGM

FGM is illegal in the UK. It is an 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.

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 report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

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/carers 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)

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 to involvement in other harmful activities such as youth offending or violent extremism.

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, amended as appropriate in light of local knowledge of the risk factors in a particular area.

APPENDIX SEVEN

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 guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s 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, and
- 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 and exploration. We believe young people need education, support, and safeguarding not criminalisation. National Police Chiefs Council has made clear that incidents of youth produces sexual imagery should be treated primarily as a safeguarding issue. However, the Police may need to be involved in cases to ensure thorough investigation including collection of evidence.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care.

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 conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

- When assessing the risks the following should be considered:
- 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 (or carers)

Parents (or carers) should be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed. DSLs 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 themselves.

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 DSLs have been told about the content of the imagery.

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 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
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Principal
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher 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 safeguarding recording procedures for the school are followed

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 been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. 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, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the DfE Searching, Screening and Confiscation advice.

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 organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in sexual abuse, including via social networking and other internet sites and mobile phones. The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

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 that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

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 behaviours

Education

- Truancy/disengagement with education or considerable change in performance at school.
- Emotional and Behavioural Issues
- Volatile behaviour exhibiting extreme array of mood swings or use of abusive language;
- Involvement in petty crime such as shoplifting, stealing;
- 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 disorder, 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.

Dual Reporting Policy

Ivel Valley recognises all aspects of our safeguarding and protection duties under section 175 of the Education Act 2002. When our pupils visit other setting, we must ensure that our safeguarding procedures continue to be clear and robust.

These settings might include:

- Educational settings, e.g. college links
- Vocational settings, e.g. work experience
- Leisure settings, e.g. swimming and horse riding

If there is a safeguarding concern that occurs whilst offsite:

- It must be reported to the Designated Safeguarding Lead or deputy (DSL) at Ivel Valley
- The DSL (or deputy) at Ivel Valley will then consider if this needs to be reported to the DSL in that setting, if it is an educational setting, or report to an appropriate named contact
- The DSL or deputy from Ivel Valley will contact the setting to confirm information regarding the concern and what action is being taken
- Staff from Ivel Valley should liaise with the Ivel Valley DSL or deputy regarding the outcome.
- Consideration may be given to further action needed, e.g. whistleblowing

It is important for Ivel Valley staff to remember to always talk to a DSL or deputy DSL if you are concerned.

ADDENDUM – coronavirus (COVID-19) update September 2020

Context

This addendum applies from the start of the autumn term 2020. It sets out changes to this policy in response to coronavirus. **This addendum does not replace the Safeguarding and Child Protection policy and should be read in conjunction with the main policy.**

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to coronavirus are not weakening their approach to safeguarding or undermining their child protection policy.

The way schools and colleges are currently operating in response to coronavirus is fundamentally near to normal, and a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Safeguarding partners

As of Monday 23rd March 2020, Central Bedfordshire Council Children's Services are convening **Virtual Initial and Review Child Protection case conferences**. All professionals must submit reports to the chair and, wherever possible, be available for conference calls or a video call via Microsoft teams. On the exceptional occasions that professional attendance at the conference is not quorate, the child protection chair will determine whether a child should be subject to a Child Protection plan based on all of the information provided. This approach will enable Initial and Review case conferences to take place in line with the Council guidance regarding Covid-19.

Government guidance for re-opening of schools highlights processes and guidance for September and the months thereafter.

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care plans (EHCPs).

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being a child in need or otherwise meet the definition in section 17 of the Children Act 1989.

The senior leaders, Designated Safeguarding Lead and deputies know who the most vulnerable children are. Ivel Valley will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school for looked-after and previously looked-after children.

Attendance monitoring

There is an expectation that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term. Ivel Valley acknowledge that mandatory attendance rules apply for attending school in September –

CME and EWO processes will be explored as normal regarding nonattendance. Ivel Valley has agreed with families that children should be attending their education provision. Ivel Valley will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct, and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school/college will notify their social worker.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. Staff must report any concern immediately and without delay. Where staff are concerned about an adult working with children, they should continue to follow the school policy.

Safeguarding training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Where recruiting new members of staff, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of KCSIE 2020. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE 2020. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Ivel Valley will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Schools should continue to consider and make referrals to the Teaching Regulation Agency (TRA) and the TRA's 'Teacher misconduct advice for making a referral'. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so, consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE 2020

Online safety in schools and colleges

Ivel Valley will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school and college's IT systems or recommended resources.

We will pay due regard to experiences children may have been exposed to during the period of partial closure in relation to online activity – appropriate referral methods remain in place should this become apparent or known.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per this policy and where appropriate referrals should still be made to children's social care and as required, the police.

DSL operations

DSLs and schools should have a heightened awareness of the possibility of disclosure or behaviour changes that may present themselves after a long period of partial closure. Ivel Valley will ensure that the DSLs have dedicated time to manage safeguarding related matters on children's return. Appropriate supervision should take place thereafter and case load discussions should continue.

Domestic Abuse

Where a child is known to be experiencing domestic abuse at home or a disclosure is made, it is important that children and their parents and carers are asked directly about whether any further incidents have taken place and how safe they are feeling at home. Where there is escalation of abuse or any incidents of physical assault, the child's social worker should be notified or where they are not known, a referral should be made to the Children's Safeguarding Hub. A DASH risk assessment should be completed with the victim to assess the level of risk and, where appropriate a referral made to MARAC. Further guidance and information for this can be found here; <https://bedsdv.org.uk/marac/>

It is important that families experiencing domestic abuse are signposted to appropriate support services following the easing of restrictions. These include but are not limited to;

- A safety planning aid from Safelives - <https://safelives.org.uk/>
- The Hestia Bright Sky app
- Women's Aid - <https://www.womensaid.org.uk/>
- The FORTIS project, which is part of SORTED - <https://www.sortedbedfordshire.org.uk/>
- <http://thehideout.org.uk/young-people/home/> is an online space to help children and young people understand domestic abuse and how to take action
- For those who are exhibiting harmful behaviours you can signpost to Respect which offers information, advice and support to perpetrators of abuse call us for information and advice on [0808 800 5000](tel:08088005000)