



Pioneer Educational Trust
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CHILD PROTECTION POLICY

Key document details

Ratified:	October 2017
Approver:	Trustee with responsibility for safeguarding
Next review:	October 2018

CHILD PROTECTION POLICY

Introduction

Trusts/schools have a duty to safeguard and promote the welfare of students under the Children's Act 2004 and Education Act 2002. They should create and maintain a safe learning environment for children and young people, and identify where there are child welfare concerns and take action to address them, in partnership with other organisations and where appropriate while cooperating with local authorities. The Trust/schools' responsibility to safeguard and promote the welfare of children is of paramount importance. Our policy and annexes will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review. Keeping Children Safe in Education 2016 explicitly states that safeguarding is everyone's responsibility and the best interests of the child are paramount.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our internal procedures to ensure that student receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers, trustees, governors and any adult visiting the schools sites and are consistent with those of the local safeguarding children board (LSCB).

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure that their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child - Keeping Children Safe in Education 2016

Abuse is a form of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others e.g. the internet. They may be abused by an adult or adults or another child or children.

Policy principles

All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection

All staff have a personal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm. All staff, and other adults involved with the Trust will receive appropriate support and training annually so that all staff have Child Protection basic training as a minimum. The Designated Safeguarding Lead and Deputies will have additional and specialist training at least biannually with regular updates as required. All staff, including those visiting, will be required to confirm that they understand the Trust Child Protection Policy. (Appendices 1 & 2). There is a proportional risk based approach to the level of information that is provided to all staff including temporary staff and volunteers.

Policy aims:

To provide all staff with the necessary information to enable them to meet their child protection responsibilities;

To ensure consistent good practice;

To demonstrate the Trust's commitment with regard to child protection to students, parents and other partners.

Key personnel

Local Authority Designated Officer (LADO) Nicola Johnstone

Email: nicola.johnstone@scstrust.co.uk / lado@scstrust.co.uk

Phone: 01753 474 053

Mobile: 0788 5828 387

The nominated child protection trustee is Mr Russell Ford.

For details of Designated Safeguarding Leads (DSL), nominated child protection governors and staff with additional and specialist training please see appendix 9 onwards which will be updated from time to time without the policy itself being reviewed.

Everyone who comes into contact with children and families has a role to play in safeguarding children. Trust staff form part of the wider safeguarding system for children. Staff at PET contribute to interagency working.

The Teacher's Standards 2012 state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Working Together to Safeguard Children

This guidance aims to help professionals understand what they need to do, and what they can expect of one another, to safeguard children. It focuses on core legal

requirements, making it clear what individuals and organisations should do to keep children safe. In doing so, it seeks to emphasise that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child, be they a baby or infant, or an older child, should be put first, so that every child receives the support they need before a problem escalates;
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children;
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care;
- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child;
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children.

All Trust staff should be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an Early Help Assessment.

If Early Help is appropriate then the DSL and/or Deputy will support staff in identifying emerging problems, sharing information with other professionals and in assessment and, at times, acting as the lead professional in undertaking an Early Help Assessment.

If an early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the situation does not appear to improve for the child.

In the event of a student disclosure, it is the responsibility of every member of staff to (Appendices 3 & 4):

- Report your concern to the DSL at your earliest convenience. Write up your conversation as soon as possible using the relevant record of concern form for the school and hand it to the DSL (Appendix 5);
- Not ask investigative questions under any circumstances – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this;
- Let him/her know that you must pass the information on – you are not allowed to keep secrets;
- Remain calm and not over react;
- Tell the student what will happen next. The student may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day;
- Not discuss the issue with colleagues, friends or family. Although, you can discuss any issues with the DSL or Deputies;
- If a child is in immediate danger or at risk of harm a referral should be made to children’s social care and/or the police immediately. Where a referral is not made by the DSL then they should be informed as soon as possible.

The Board of Trustees ensures that schools within the Trust have:

- A DSL for child protection, who is a member of the senior leadership team and who has undertaken training in inter-agency working in-line with statutory guidance Keeping Children Safe in Education 2016 , in addition to basic child protection training;
- A Child Protection Policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request;
- As part of meeting a child’s needs it is important for governing bodies and schools to recognise the importance of information sharing between professionals and local agencies. Fears around information sharing cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children;
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the CEO/Headteacher/Head of School. Allegations made against all staff should be referred to the CEO and allegations against the CEO should be referred to the Chair of the Trust at Chair@uptoncourtgrammar.org.uk.

Allegations should also be referred to the Local Authority Designated Officer (LADO) (see under Key Personnel for contact details). Please see the whistle blowing policy and safer recruitment procedures that include the requirement for appropriate checks through the Disclosure and Barring Service (DBS). We also have an Allegations of Abuse against Staff Policy and Procedures that will need to be followed.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed other whistleblowing channels may be open to them, advice can be found at NSPCC whistleblowing helpline;

- A training strategy that ensures all staff, including the CEO/Headteacher/Head of School, receive child protection training, with refresher training at yearly intervals. The DSL should receive full updated training biannually;
- All staff will receive appropriate safeguarding and child protection training annually. They will also receive updates via email, staff briefings, and e-bulletins throughout the year to provide them with relevant skills and knowledge to safeguard children effectively;
- Arrangements to ensure that all temporary staff and volunteers are made aware of the Trust's arrangements for child protection.

The DSL and Deputies:

- Are appropriately trained at least every two years and in addition to their formal training their knowledge and skills will be updated through e-bulletins, meetings for DSLs, local safeguarding forums and meetings, reading updates and developments in safeguarding at regular intervals to keep up-to-date with any developments relevant to their role;
- Have their role defined in their job description;
- Act as a source of support and expertise to the school's community;
- Ultimate lead responsibilities remain with the DSL and these should not be delegated;
- During term time the Designated Safeguarding Lead or deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns;
- **Appropriate and adequate cover will be provided by the DSL and deputies for out of hours and out of term activities for staff to be able to raise safeguarding concerns;**

- Ensure that the child's wishes are taken into account in any necessary action that needs to be taken;
- Have an understanding of local safeguarding children board (LSCB) procedures;
- Keep written records of all concerns, ensuring that such records are stored securely but kept separate from, the student's general file (Appendix 6);
- Refer cases of suspected abuse to children's social care and/or police as appropriate;
- Notify children's social care if a child with a child protection plan is absent for more than two days without explanation;
- Ensure that when a student with a child protection plan leaves school, their information is passed to their new school and the student's social worker is informed;
- Attend and/or contribute to child protection conferences;
- Coordinate the school's contribution to child protection plans;
- Have a DSL/Deputy or a member of SLT who is lead for Looked after Children (LAC) and missing children;
- Develop effective links with relevant statutory and voluntary agencies;
- Ensure that all staff sign to indicate that they have read and understood the Child Protection Policy and their own responsibility;
- Ensure that the Child Protection Policy is updated annually in consultation with the Strategic Lead for Safeguarding in the Trust;
- Keep records of staff attendance at child protection training;
- Make the Child Protection Policy available to parents;
- Provide suitable training to all staff and other adults in consultation and with support from the Strategic Lead for Safeguarding in the Trust;
- Notify parents of concerns raised. The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the DSL believes that notifying parents could increase the risk to the student or exacerbate the problem, then advice will first be sought from children's social care;

- All children at school are taught about safeguarding issues in an age appropriate manner including on-line safety, bullying, teenage relationship abuse, domestic violence, drugs, gangs and youth violence, gender based violence and violence against girls, female genital mutilation, forced marriage, mental health, sexting and porn, sexual exploitation, trafficking and radicalisation.

The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes the coordinated offer of early help when additional needs are identified and contributing to inter-agency plans to provide support to children on CIN and CP plans.

The school will allow access for children's social care from the host LA where appropriate for that LA to conduct a section 17 or a section 47 assessment.

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label, in most cases multiple issues will overlap with one another.

All staff should be aware of the safeguarding issues linked to drug taking, alcohol abuse, truanting and sexting put children in danger. These are listed below.

Medical conditions and first aid

Any requirements of intimate care must follow the individual 'intimate care plan', see appendices for details of managers, and are to be referred to staff with specialist training. Advice and guidance will be sought as necessary from medical professionals.

We follow the statutory guidance in Supporting Pupils at School with Medical Conditions December 2015

Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools and proprietors of academies to make arrangements for supporting pupils at their school with medical conditions.

The key message is that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Fabricated or induced illness FII

Concerns may arise about possible fabricated or induced illness and must be reported to the DSL or Deputy when:

- There is a lack of medical evidence provided to the school for reported symptoms and signs which on examination are not explained by any medical condition from which the child may be suffering;
- Physical examination and results of medical investigations do not explain reported symptoms and signs; meaning that relevant medical evidence cannot be provided to the school to explain absences;
- There is an inexplicably poor response to prescribed medication and other treatment meaning that the child is persistently absent from school without any medical evidence;
- New symptoms are reported on resolution of previous ones;
- Overtime the child is repeatedly presented with a range of signs and symptoms;
- Reported symptoms and found signs are not seen to begin in the absence of the carer;
- The child's normal, daily life activities are being curtailed, for example school attendance, beyond that which might be expected for any medical disorder from which the child is known to suffer.

E-safety – please see E-safety Policy and Appendix 8

Appropriate filtering and monitoring are in place and children are explicitly taught about on line safety in assemblies, PHSE, ICT lessons, during wellbeing days and through sex and relationship education. Please also see SRE policy Appendix 9

Bullying, including cyber bullying

The Equality Act 2010 has three main aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering,

or is likely to suffer, significant harm'. Where this is the case, the DSL will report their concerns to their local authority children's social care.

Some forms of bullying are illegal and these must be reported to the police:

These include:

- Violence or assault;
- Theft;
- Repeated harassment or intimidation, eg name calling, threats and abusive phone calls, emails or text messages;
- Hate crimes.

In Safeguarding Children in Education 2016 all staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. Staff should report any concerns to the DSL via the normal channels.

Victims of peer on peer abuse will be supported through the pastoral teams, the SEND teams and external agencies where appropriate, including but not limited to the following: Integrated youth services, Educational Psychology, psychotherapy/counselling, SEBDOS and CAMHS.

Drugs, alcohol and other dangerous substances

Allegations must be discussed with relevant staff, see appendices for details. Referrals to relevant agencies will be made as appropriate.

Private Fostering

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching

responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers.

Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted.

Looked after Children

See policy at Appendix 10

The most common reason for children to become looked after is as a result of abuse or neglect. Staff must have the knowledge and understanding necessary to keep looked after children safe. Appropriate staff must have appropriate information regarding the legal status of each child and have information regarding the care arrangements, the social workers details and the level of authority delegated to the carer.

Children with Special Educational Needs

Children with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These must be taken into consideration and can include:

Assumptions that indicators or abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

Children with SEND can be disproportionately impacted by things like bullying and communication barriers.

Mental Health

Our aim is to support children and young people and their families to help reduce the social and other determinants of mental ill health across all ages, and the inequalities that can both cause and be the result of mental health problems including, for example, social isolation.

To ensure referral for earlier diagnosis and intervention where this is required and that when young people become ill, ensure, where possible, that recovery takes place in the most appropriate setting and enables them to regain their wellbeing and independence

Improved multiagency services and working will result in:

- Fewer young people suffering avoidable harm from the care and support they receive;
- Fewer young people harming themselves;
- Fewer people suffering harm from people with mental health problems;
- Further progress on safeguarding children, young people and vulnerable adults;
- All children enjoying physical safety and feeling secure;
- Young people being free from physical and emotional abuse, harassment, neglect and self-harm;
- Young people being protected as far as possible from avoidable deaths, disease and injury.

Children missing from education

A National Missing Persons Register has been set up which will allow police to access data and take appropriate action for missing people.

On 4th July 2016 the Government published its full children's social care policy paper, Putting Children First, which sets out a comprehensive reform programme including practice and systems, which should enable improved information sharing with schools and Multi Agency working.

In February 2017 the Government updated the missing people strategy setting out its approach to preventing people from going missing, improving the response for those that do and understanding the complex reasons for missing episodes.

Safeguarding Developments

Training will be provided for all teachers and other Trust staff around the new and emerging issues that are presenting themselves in more recent times.

Advice will be given on the presenting signs and symptoms, required response and further advice and guidance.

We will also cover screening, searching and confiscation – appropriate training will be included in the continuing professional development (CPD) for all staff on these and any new safeguarding developments.

These topics will also be discussed with students in an age appropriate manner through PSHE, enrichment and health and well-being programmes and during specialist days. They will also be covered in various forms across the curriculum.

Female Genital Mutilation
Please see guidance sheet 1

Forced Marriage
Please see guidance sheet 2

Sexting and inappropriate images
Please see guidance sheet 3

Pornography
Please see guidance sheet 4

Sexual Exploitation and gangs
Please see guidance sheet 5

Domestic Violence and abuse
Please see guidance sheet 6

Gender based violence and violence against girls
Please see guidance sheet 7

Teenage relationship abuse
Please see guidance sheet 8

Faith abuse and radicalisation
Please see guidance sheet 9

Screening, searching and confiscation
Please see guidance sheet 10

Trafficked Children
Children are recruited, moved or transported and then exploited, forced to work or sold. They are often subject to multiple forms of exploitation.
Please see guidance sheet

Gangs and youth violence

Harassment and Discrimination
Please see the **PET Equal Opportunities Policy**

PET take our responsibility to address inappropriate behaviour in school using a mix of universal, targeted and specialist interventions. Please see the behaviour policies. We work across all key stages to help young people develop the skills and knowledge that they need to resolve conflict and work alongside each other in a positive working relationship. Staff are trained to challenge aggressive behaviour appropriately to

prevent recurrence of this and to understand the risks for specific groups including those, but not exclusively those that are gender based.

We work with other agencies to share information and build an understanding of any community issues and concerns that arise outside of school to develop a multi-agency response. Relevant referrals would be made as appropriate following any concerns raised.

Use of reasonable force

We have regard to the non-statutory advice on the Use of Reasonable Force July 2013

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Trust staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Safer recruitment

Safer recruitment means that all applicants will:

- Complete an application form;
- Provide two referees, including at least one who can comment on the applicant's suitability to work with children;
- Provide evidence of identity and qualifications;
- All new members of staff undergo an induction that includes familiarisation with the Trust's Child Protection Policy and identification of their child protection training needs;

- All staff sign to confirm they have received a copy of the Trust's Child Protection Policy.

Since January 2010, no interview has taken place or will take place without a member of staff who has received the Safer Recruitment training. These staff are also involved in all aspects of the recruitment process. The training is renewed every 5 years.

The Trust adheres to all the requirements regarding safer recruitment.

These include:

- ✓ Compliance with the requirements for the single central record;
- ✓ Enhanced DBS disclosures for all staff including trustees, governors, volunteers and external agencies for safeguarding purposes;
- ✓ When vacancies are advertised, the Trust's current Child Protection Policy and a link to statutory guidance on keeping children safe in education and safer recruitment is included in the application pack. Also, where possible DBS disclosures are now done prior to new staff taking up their appointments;
- ✓ All staff are told that vetting checks need to be carried out prior to a visitor coming into school and under no circumstance should any visitor be left unsupervised with our students if the appropriate checks are not in place;
- ✓ We have a cycle for updating Enhanced DBS checks for all staff.

Teacher prohibition orders

Education and Skills Act 2008

In addition to a DBS a section 128 direction prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A check for a section 128 direction will be carried out using the Teacher Services system. Where a person will be engaging in regulated activity a DBS barred list check will also identify any section 128 direction.

Extended schools and off-site arrangements

Where extended school activities are provided by and managed by the school, our own Child Protection Policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our students attend off-site activities, we will check that effective child protection arrangements are in place.

School Security

We have regard to advice on school security; access to, and barring of individuals from school premises.

Routines related to health and safety are carried out systematically and thoroughly. For example, premises and grounds are kept free of hazards. Equipment is maintained to a high standard so that it does not pose a risk to anyone using it. Chemicals and hazardous materials and toxic substances are stored safely. Regular fire drills are carried out so that staff and pupils know what to do in the event of a fire and personal evacuation plans are drawn up for vulnerable people including students and staff. There are also appropriate checks made of fire-fighting and evacuation equipment. Other safety checks, such as testing of electrical equipment, are routinely carried out by trained members of staff. Lock down procedures are in place in each school.

We have regard to:

Health and Safety: Advice on Legal Duties and Powers February 2014

Key Points:

Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.

It is important that children learn to understand and manage the risks that are a normal part of life.

Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.

Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively

Guidance sheet 1

Female genital mutilation FGM (sometimes referred to as female circumcision).

Description:

FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

Our child protection procedures will be followed and relevant referrals will be made if any concern is raised.

Legislation

Female Genital Mutilation Act 2003

There is now mandatory reporting of FGM. If a teacher, in the course of their work in the profession discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18 the teacher must report to the police. Section 74 of the Serious Crimes Act 2015

Risk factors and warning signs for FGM, these will be investigated by DSL and/or Deputies and are as follows:

A girl that confides that she is to have a 'special procedure' or to attend a special occasion to 'become a woman' or who requests help from a teacher or another adult if she is aware or suspects that she is at immediate risk;

Parents state that they or a relative will take the child out of the country for a prolonged period or a girl talks about a long holiday to her country of origin or another country where the practice is prevalent;

A member of staff may hear reference to FGM in conversation, for example a girl may tell other children about it;

Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education who may be at risk as a result of her parents wishing to keep her uninformed about her body and rights;

Prolonged or repeated absences from school or a prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM;

A girl who may have difficulty walking, sitting or standing for any period of time without any reasonable medical explanation and evidence or a girl who may spend longer than normal in the toilet or who may spend long periods of time away from a classroom during the day with bladder or menstrual problems and present at medical/first aid for assistance or medication.

Response:

Any student who has been affected by FGM will be referred, with their consent, for appropriate medical help, counselling and local and national support groups. This will be treated as a child protection case and all relevant procedures must be followed.

For further information:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>
www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf

Slough have also produced a strategy document to combat FGM June 2016.

Guidance sheet 2

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

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 wages or not giving any money) can also be a factor.

Legislation

Forced Marriage (Civil Protection) 2007

Risk factors and signs that may be indicators of forced marriage are as follows:

A student who appears anxious, depressed and emotionally withdrawn with low self-esteem and lack of peer relationships;

Students who may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;

Students who may also present with a sudden decline in their performance, aspirations or motivation;

Students who have older siblings who have been subject to forced marriage.

Response

If concerns are raised with regards to forced marriage, these will be investigated by a DSL/Deputy and relevant referrals will be made as necessary. The student will be referred for help and support as required and encouraged to access appropriate advice, information and support. This must be treated as a child protection case and all relevant procedures must be followed.

For further information:

<https://www.gov.uk/stop-forced-marriage>

Guidance sheet 3

Sexting

Sexting is defined as images or videos that are generated by children under the age of 18 years or of children under the age of 18 years that are of a sexual nature or are indecent.

Legislation

Section 1 of the Children Act 1978 and section 160 Criminal Justice Act 1988 show that young people who are involved in taking or sharing sexual pictures or videos may be committing a criminal offense. Under this legislation, it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;
- Make an indecent photograph which would include downloading or opening an image that has been sent via email;
- Distribute or show/share such an image;
- Possess with the intention of distributing any such image/s;
- Advertise and possess such images.

New updated advice became available for DSLs, their deputies and senior leadership teams:

‘Sexting in schools and colleges: Responding to incidents and safeguarding young people.’

This has been produced in partnership with many organisations working with children and the National Police Chief’s Council.

Please see attached.

In January 2016 if a young person is found creating or sharing explicit images or videos the police can choose to record that a crime has been committed.

Impact

The social and psychological effects on young people involved in sexting can be enormous and our preventative education through the Pastoral Teams regarding the risks, implications and consequences of their actions and what to do if students are concerned is our first line of defence.

Response

The school’s response will be considered under the ‘Sexting – Response for professionals’ - please see ‘Sexting in schools annex 1’.

Every incident is unique and the risk will be assessed using the ‘Risk assessment tool for young people engaged in potentially harmful sexting’ - please see ‘Sexting in schools annex 2’

The Trust’s Child Protection Policy will be followed for all reported cases and relevant referrals will be made as necessary by the DSL or Deputy. Advice and guidance will also be given to other students and their families if they have been impacted in any way directly or indirectly by sexting.



Further information

www.Thinkuknow.co.uk/teachers and www.ceop.police.uk/safety-centre

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting>

Guidance sheet 4 **Pornography**

Legislation

Obscene Publications Acts 1959 and 1964
The Criminal Justice and Immigration Act 2008, section 63-67
The Protection of Children Act 1978
Section 160 of the Criminal Justice Act 1988

Description from the Crown Prosecution Service

It is a serious criminal offence to be in possession of child (under the age of 18) pornography or material that depicts acts which threaten a person's life or could result in serious injury, is extremely offensive, disgusting or otherwise obscene.

Impact

Significant proportions of children and young people have access to pornography or are exposed to it through magazines and books but the internet is now the dominant method of accessing pornographic pictures and videos.

Pornography has been linked to risky behaviour in young people and maladaptive attitudes in relationships and these can lead to various negative outcomes for young people.

Response

Pioneer Educational Trust places an emphasis on the importance of developing healthy, respectful, positive relationships and this will be encouraged in all areas of school life and experience. It is important that we continue to deliver effective relationship and sex education within the life of school in a cross curricular way. It is also vital that parents understand their responsibilities affording greater awareness and protection at home on all electronic devices. Within PET we are committed to working with families to ensure that we can help build resilience in our students and strengthen the relationships which will help them to make good decisions.

Concerns regarding young people and pornography should be referred to the relevant DSL or Deputy. This will be delegated to the relevant pastoral team if appropriate. They will be investigated and dealt with in-line with our safeguarding policy and behaviour policy.

For further information on pornography and revenge pornography please see:

<http://www.fpa.org.uk/factsheets/law-on-sex#pornography>
http://www.cps.gov.uk/legal/p to r/revenge_pornography/

Guidance sheet 5

Child Sexual Exploitation CSE and gangs

Keeping Children Safe in Education 2016 explicitly mentions sexual exploitation. 'Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation'

Legislation

Sexual Offense Act 2003

In 2011, the DFE published Tackling Child Sexual Exploitation: Action Plan and the Home Office published a strategy to end violence against women and girls.

Serious Crime Act 2015

Anti-social Behaviour, Crime and Policing Act 2014

Child sexual exploitation is illegal activity by people who have power over young people and use it to sexually abuse them. This can involve a broad range of exploitative activity, from seemingly 'consensual' relationships and informal exchanges of sex for attention, accommodation, gifts or cigarettes, through to very serious organised crime.

Risk factors and Indicators

Children and young people that are the victims of sexual exploitation often do not recognise that they are being exploited. However, there are a number of tell-tale signs that a child may be being groomed for sexual exploitation.

These include:

- Underage sexual activity;
- Going to hotels or other unusual locations to meet friends;
- Going missing from home or care;
- Truancy or opting out of education altogether;
- Changes in the way they dress;
- Having older boyfriends or girlfriends;
- Getting in and out of cars driven by unknown adults;
- Associating with young people involved in sexual exploitation;
- Recruiting other young people to exploitative situations;
- Receiving gifts from unknown sources;
- Having multiple mobile phones and worrying about losing contact via mobile;
- Mood swings, volatile behaviour, emotional distress, self-harm or thoughts of suicide;
- Drug or alcohol misuse;

- Getting involved in crime;
- Suffering physical injuries or sexually transmitted infections;
- Unwanted pregnancies;
- Displaying inappropriate sexualised behaviour.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices (Jago et al, 2011). This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels. It is increasingly occurring at 'parties' organised by perpetrators for the purposes of giving victims drugs and alcohol before sexually abusing them (Barnardo's, 2012).

Impact

Child sexual exploitation can have a devastating impact on a victim's health, happiness and development. It can also have profound long-term effects on young people's social integration and economic well-being and adversely affects life chances. Some of the difficulties faced by victims include:

- Isolation from family and friends;
- Teenage parenthood;
- Failing examinations or dropping out of education altogether;
- Unemployment;
- Mental health problems;
- Suicide attempts;
- Alcohol and drug addiction;
- Aggressive behaviour;
- Criminal activity.

(PACE, 2013; Safe and Sound, 2013; Berelowitz, 2012).

Response

Young victims may need intensive multi-agency support to mitigate the long-term damage inflicted by this abuse. Relevant referrals will be made as required such as to the specialist NSPCC, Protect and Respect Service.

The NSPCC Protect and Respect service is open to all young people, both boys and girls, aged 11-19 years who have been affected by, or are vulnerable to, child sexual exploitation (CSE). Referral criteria are based on concerns which indicate CSE such as truanting; going missing; sexually explicit texting; gang association; and disclosures or rumours of abuse. The service also specifically supports young people who have been separated or trafficked for sexual exploitation either within the UK, or into the UK from overseas.

All concerns must be passed on to a DSL or Deputy and the Pioneer Educational Trust Child Protection Policy will be followed in these cases.

For further information:

www.nspcc.org.uk, www.ceop.police.uk, www.thinkuknow.co.uk

Guidance sheet 6

Domestic violence and abuse:

The definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

The changes to the definition of domestic raise awareness that young people in the 16 to 17 age group can also be victims of domestic violence and abuse.

By including this age group the government hopes to encourage young people to come forward and get the support they need, through a helpline or specialist service.

Domestic violence disclosure scheme

The Domestic Violence Disclosure Scheme (DVDS) which was often referred to as “Clare’s Law” was rolled out across all 43 police forces in England Wales on 8 March 2014. The National roll-out followed the successful completion of a 14 month pilot in 2012-13.

The DVDS recognises two procedures for disclosing information. The first (“right to ask”) is triggered by a member of the public applying to the police for a disclosure.

The second (“right to know”) is triggered by the police making a proactive decision to disclose information to protect a potential victim.

A paper was also launched outlining guiding principles to tackle violence against women and girls.

Role of Independent Domestic Violence Advisers IDVAs

IDVAs help keep victims and their children safe from harm from violent partners or family.

Serving as a victim’s primary point of contact, IDVAs normally work with their clients from the point of crisis, to assess the level of risk. They:

- Discuss the range of suitable options;
- Develop plans for immediate safety – including practical steps for victims to protect themselves and their children;
- Develop plans for longer-term safety;
- Represent their clients at the MARAC;
- Help apply sanctions and remedies available through the criminal and civil courts, including housing options.

These plans address immediate safety, including practical steps for victims to protect themselves and their children, as well as longer-term solutions.

MARAC - multi-agency risk assessment conference

The role of MARAC coordinators and administrators is to:

- Help to establish communication between all parties;
- Give information to partner agencies about the MARAC process, where appropriate;
- Work with the chair to identify agency gaps;
- Establish links with these agencies to enable them to take part in the MARAC;
- Contact any of the following organisations to get help and advice about domestic abuse.

English National Domestic Violence Helpline

0808 2000 247

www.nationaldomesticviolencehelpline.org.uk

National Centre for Domestic Violence

0844 8044 999

www.ncdv.org.uk/

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

Guidance sheet 7

Gender based violence and violence against women

Government plans for multiagency working to tackle Gender based violence and violence against women please see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/522166/VAWG_Strategy_FINAL_PUBLICATION_MASTER_vRB.PDF

for the latest updates.

By 2020 the government plan to secure the following outcomes:

Continued decreases in the overall prevalence of domestic and sexual violence as measured by the CSEW and reductions in the prevalence of FGM in line with our aim to end FGM within a generation.

More victims are helped to long term independence and freedom from violence and abuse by breaking the generational cycle, strengthening the focus on prevention and early intervention and addressing underlying issues driving perpetrators.

More victims and offenders are identified at the earliest possible opportunity, with effective interventions in place to prevent violence and abuse from escalating to a crisis point, with a reduction in high-rates of re-victimisation.

Increased awareness across all sections of society that VAWG is unacceptable in all circumstances with individuals, communities and frontline agencies empowered to confidently challenge negative attitudes to VAWG.

Increased awareness in children and young people of the importance of respect and consent in relationships and that abusive behaviour is always wrong - including abuse taking place online.

Social norms, values, beliefs, attitudes, behaviours and practices tolerating VAWG amongst communities in a range of developing countries continue to shift in recognition of its unacceptability

Stronger global evidence base and high quality data on primary prevention is available which helps to inform policies and programmes at home and overseas.

Significant new legislation is now in place including specific offences of stalking, forced marriage, failure to protect from Female Genital Mutilation (FGM), and revenge pornography, as well as the new domestic abuse offence to capture coercive or controlling behaviour in an intimate or family relationship.

The Modern Slavery Act was introduced and rolled out Domestic Violence Protection Orders (DVPOs) and the Domestic Violence Disclosure Scheme (DVDS).

There are also FGM Protection Orders and an FGM mandatory reporting duty and strengthened measures to manage sex offenders or those who pose a risk of sexual harm.

Gender based issues can be prevalent when dealing with peer on peer abuse and this can include girls and boys being sexually touched or assaulted or be subject to initiation/hazing type violence.

Guidance sheet 8

Teenage relationship abuse and peer on peer abuse

What is peer-on-peer abuse?

There are four key definitions of peer-on-peer abuse:

- **Domestic abuse** – young people who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships, as well as family relationships.
- **Child sexual exploitation** – those under the age of 18 who are sexually abused in the context of exploitative relationships, contexts and situations, by a person of any age, including another young person.
- **Serious youth violence** – any offence of most serious violence or weapon-enabled crime, where the victim is aged 19 or younger, e.g. wounding with intent, rape, murder and grievous bodily harm.
- **Harmful sexual behaviour** – young people displaying sexual behaviours that are outside of developmentally ‘normative’ parameters.

Peer-on-peer abuse: the facts

- Rates of violence are higher for girls in England than in any other country.
- 1 in 3 girls have experienced sexual violence from a partner before they turn 18 years old.
- 4 in 10 teenage girls have experienced sexual coercion when they have been aged between 13 and 17 years old.
- One in five girls in England have suffered physical violence from their boyfriend.
- 48 percent of girls have experienced instances of emotional and online abuse from their partners.
- Young people have reported that physical, sexual and emotional abusing, as well as being abused by their peers, is a means of survival in gang affected neighbourhoods.
- Two thirds of contact sexual abuse experienced by children under the age of 17 was perpetrated by someone under 18 years old.
- Almost a third of girls aged between 16 and 18 years old have been subjected to unwanted sexual touching in UK schools.

Who does it affect?

- Girls and young women are more frequently identified as those who are abused by their peers, reporting it as having a negative impact on their lives.
- Boys and young men are more likely to be identified as abusers, and less likely to say that partner abuse impacts them negatively.

- Peer-on-peer abuse tends to be experienced by children aged 10 and upwards, with those abusing them being slightly older; however, cases of eight year olds being abused, and inflicting abuse, have been reported.
- Children with intra-familial abuse in their histories, or those living with domestic abuse, are more vulnerable to peer-on-peer abuse.
- Children in care, or those that have experienced bereavement, are more at risk of abusing, or being abused by, their peers.
- Black and minority ethnic children are often under-identified as victims, and are over-identified as perpetrators instead.

What are the impacts of abuse on a child?

Peer-on-peer abuse can manifest itself and impact a child in many ways, including, but not limited to, the following:

- Causing physical injuries
- Encouraging drug and alcohol abuse
- Going missing/running away
- Compromising their sexual health
- Committing criminal offences
- Acting disengaged from school
- Affecting their mental health and emotional wellbeing

How do we identify abuse?

To an extent, there is no clear boundary between incidents that should be regarded as peer-on-peer abuse and incidents that are more properly dealt with as bullying, sexual experimentation, etc. For this reason, a staff member's professional judgement plays a vital role in the identification process.

It may be appropriate to regard a child's behaviour as abusive if:

- There is a large difference in power between the people involved.
- The perpetrator has repeatedly tried to harm one or more people.
- There are concerns about the intention of the alleged perpetrator.

If it is believed that the perpetrator intended to cause harm to the victim, this should be regarded as abuse even if severe harm was not actually caused.

What should you do after identifying abuse?

Any professional who feels that a child has abused another child should notify the designated safeguarding lead immediately, including if the incident of abuse takes place off the school premises, although any member can make a referral to a children's social care or the NSPCC.

If the concern indicates that a potential crime has taken place, or that with safeguarding implications, it may be necessary to call the police.

The concern should be recorded in the school's child protection concerns record, along with any further details or outcomes and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

After the concern has been recorded, a strategy discussion will be held with the relevant referring agency, and where necessary the police, youth offending service or sexually harmful behaviour team. This discussion will consider:

- Whether the perpetrator poses a continuing risk to any child.
- How to protect any child at immediate risk of significant harm.
- Whether a section 47 enquiry should be made and how it should be handled.
- What action should be taken in respect of the alleged perpetrator, such as arranging a risk management meeting.

A section 47 enquiry is initiated if a child is taken into police protection, is the subject of an emergency protection order, or there are reasonable grounds to suspect that a child is suffering or is likely to suffer significant harm.

It is not appropriate to initiate a section 47 enquiry unless the perpetrator is continuously at risk of causing harm.

Any action taken in respect of the perpetrator will be based on the risk they pose to other children and what actions can be taken to minimise this risk.

If the perpetrator is over 10 years old, consideration will be given to whether action under the criminal justice system is appropriate.

An assessment of the perpetrator's needs will be carried out, taking into consideration:

- The nature, extent and context of the abusive behaviour.
- The child's development, family and social circumstances.
- Whether the child appears to pose a continuing risk, and who is likely to be at risk from him/her.

The parents/carers of all children involved will be informed of the incident and included in a strategy discussion about what will happen next. A risk assessment will be considered at this time in order to protect all parties involved, as well as arrangements for a supervision plan.

Any investigation will be led by the police or social care team, unless thresholds for these services are not met, in which case the school will undertake a thorough investigation.

What action do we take to support the victim?

During the strategy discussion it is important to consider what action is necessary to ensure the immediate safety of the victim, and what further enquiries are required to assess any further risk.

If the victim is still at risk of harm, a child protection conference may be arranged during the strategy discussion.

A child protection conference may conclude that the victim is not in need of a child protection plan, but may be in need of support to address any issues arising from the abuse, e.g. the school may need to provide a counselling service to help with the victim's anxiety following an incident of abuse.

If the victim and perpetrator are members of the same family/household, before making any arrangements to return the perpetrator to the family/household, it is critical to ensure that the victim's views have been heard and that they feel safe.

A supervision plan may be implemented, in order to ensure that the victim is suitably protected from the incident reoccurring; this is often achieved by ensuring the children involved in the incident are separated.

How can abuse be prevented?

All pupils and members of staff have a responsibility to work together to ensure that abuse does not occur, or where it is found, action is taken.

In order for this to happen, 'ground rules' will be set during the pupil induction process, to ensure that pupils are aware of:

- How they are expected to behave in accordance with the school's Code of Conduct.
- What constitutes as abuse.
- How any incidents of abuse will be addressed by the school.
- The importance of adhering to fundamental British values.

The school will minimise the risk of allegations against other pupils by providing the following:

- PHSE as part of the curriculum
- An effective pastoral system for pupils to raise concerns with staff
- A robust risk assessments for pupils that are identified as posing a potential risk
- Appropriate targeted work for pupils identified as being at a potential risk

What's next?

Once an incident of peer-on-peer abuse has been reported, the pupil in question will be monitored and their case reviewed on a regular basis.

It is important to keep in mind that a single incident of abuse does not indicate that a child is likely to abuse again, and that some children who abuse others have been abused themselves; however, this cannot be assumed in any particular case.

In the event of a case of abuse, the needs of the victim and the needs of the perpetrator must be considered separately.

Please refer to the following:

The teen abuse toolkit

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

The teachers guide to teen-abuse

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97774/teen-abuse-teachers-guide.pdf

A leaflet for teens

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97775/teen-abuse-leaflet.pdf

This is abuse discussion guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/276921/ThisIsAbuseDG.pdf

Parents leaflet

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269267/parents-leaflet.pdf

Guidance sheet 9

Faith Abuse and radicalisation

There are some common features where faith or belief is a factor in abuse. Firstly, there is sometimes a wider social or community consensus that witchcraft, for example, actually exists. Sometimes a faith leader or other influential figure is at the centre, promoting the belief and methods of resolving the supposed problem by harming children

Parents or carers have also been key perpetrators in many of the known cases. This can make the abuse harder to find out about, harder to get evidence to prosecute and harder to prevent in future

There is also the internal logic of the belief, which in the case of spirit possession, for example, is that the child is the victim of a supernatural force and the abuse is therefore understood by perpetrators as a means of saving the child driving out the devil in other words perpetrators may perversely believe that they are doing the right thing. Even where there is no intention to save the child, the belief that the child can harm others can generate a real fear in those who would normally be expected to protect the child, including parents or close family. This fear that a child may cause harm to, or kill, siblings, parents and other family or friends can be a critical factor in the abuse.

In some cases there are also real world factors underlying the abuse. This is sometimes described as the scapegoating of children to reconcile misfortune that has occurred to the family or community, such as an adult family member becoming unemployed or being in poverty. In these situations, those who are different because they have some special traits (such as being particularly bright, having difficult behaviour, having a disability or children living away from their parents) are the target of scapegoating, being accused of having caused the misfortune by supernatural means. The most vulnerable people within a group offer the least ability to resist being scapegoated, and children are a group who are inherently vulnerable, needing protection from adults around them.

The approach to tackling this kind of abuse must be focused , as with all kinds of child abuse, on keeping the child safe and on bringing the perpetrators to justice, but it must also involve emotional and intellectual engagement with those individuals, families and in some cases faith or other communities whose belief underlies the harm.

Please refer to the following regarding radicalisation

Training:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/503973/Prevent_Training_catalogue_-_March_2016.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf

<http://www.preventtragedies.co.uk>

<http://www.familiesmatter.org.uk>

The Prevent strategy and Duty Guidance was reviewed and revised in 2015.

Schools have a clear responsibility to exercise their duty of care and to protect the welfare of students. We have a risk-based approach to the Prevent Duty to ensure that our response is both appropriate and proportionate. As the strategy identifies, Prevent can work within both violent and non-violent extremism arenas and can include topics such as hate crime, racism, bullying, on line safety and extreme political views. This means that the strategy can be delivered in a variety of ways depending on the needs and the potential risk.

PET is subject to the Prevent Duty and we will ensure that we will do the following:

- Assess the risk of children being drawn into terrorism;
- Protect children and young people from being drawn into terrorism by having robust safeguarding policies;
- Ensure that our safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- All staff access training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Ensure that all children are safe from terrorist and extremist material when accessing the internet in school;
- Monitor all internet use and searches and challenge anything that raises cause for concern;
- Refer any young person who raises cause for concern through indicators that may include things such as racist graffiti or comments being made on school premises, extremist content being shared on social media, terrorist or extremist propaganda being shared with students or vulnerable students being influenced by others with extreme views to Prevent;
<https://www.gov.uk/government/publications/channel-vulnerability-assessment>
- Complete the Prevent Self-Assessment with the objective of ensuring that we adopt the Prevent agenda into our mainstream processes;
- Produce a School Prevent Duty Action Plan.

Social media is an increasingly influential part of life particularly for young people. It has been identified as an important tool in the sharing of extreme material and extremist groups are actively using social media to inform, share propaganda, radicalise and recruit for their cause. Social media safeguarding is



an important element of protecting young people from extremist narratives and Prevent can play an active part in this process.
To report any online terrorist related online material visit: www.gov.uk/report-terrorism

Guidance sheet 10 **Screening, searching and confiscation**

The legislation that relates to this area is as follows:

Education Act 1996
Education and Inspections Act 2006
The Schools Regulations 2012
The School behaviour Regulations 2012
Health and Safety at Work Act 1974
Screening, searching and confiscation 2014

School staff can search a pupil for any item if the pupil agrees.

The CEO/Headteacher/Head of School, DLS/Deputy and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

Knives or weapons
Alcohol
Illegal drugs
Stolen items
Tobacco, cigarette papers and smoking related paraphernalia
Fireworks
Pornographic material

Any article that has been or is likely to be used to commit an offence and/or to cause personal injury to, or damage to the property of, any person
And any other item which is banned by Trust School rules

Authorised Trust staff can seize any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

Where any of these items are discovered in a search, they must never be returned to the pupil. Any weapons/items which are evidence of an offence, suspected stolen goods or drugs must be passed onto the police with the relevant information. Tobacco, alcohol and fireworks will be destroyed by the school. Pornographic material will be destroyed by the school or passed on to the police if it is considered to constitute a specific offence such as extreme or child pornography.

Searches will be carried out on school premises or where staff have lawful control or charge of the pupil such as on educational visits. All searches will be carried out by an authorised member of staff in the presence of the pupil and with another member of staff present. A pupil can be required to remove outer clothing and all areas that the pupil has control over such as lockers, mobile phones and bags can also be searched.

Parents will not be informed before a search is completed and their consent will not be sought.

Reasonable force can be used where necessary when conducting a search for items mentioned above except for the 'any other items banned by school rules'

Electronic devices:

Electronic devices can be searched for data or files if there is good reason to believe that there is inappropriate material on the device. These searches will be carried out by the DSL/Deputy with support from the ICT department and under their supervision. Any images or videos can be kept as evidence but they must not be reproduced or saved to another device.

Parents will be informed where inappropriate items have been found following a search and appropriate sanctions will be established in line with the behaviour policy.

The school will confiscate, retain or dispose of this property as appropriate and as described above and will not seek consent from the pupil or parents in this matter.

Pioneer Educational Trust can require pupils to undergo screening by walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and can do so without the consent of pupils or their parents. The Trust may also require pupils to undergo testing to assess the presence/use of drugs.

If a pupil refuses to be screened, the school may refuse them access to the premises under the Health and Safety legislation. The pupil must comply with the school rules and any absence would be treated as unauthorised.

Complaints about screening, searching and/or confiscation would be dealt with through the normal Trust Complaints Procedure.

For more information please see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Guidance Sheet 11 **Trafficked Children**

The official definition of child trafficking is:

The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking in human beings'.

Council of Europe Convention on Action Against Trafficking in Human Beings, was ratified by the UK government in 2008.

Children can be trafficked for:

- Child sexual exploitation (see previous advice);
- Benefit fraud;
- Forced marriage;
- Domestic servitude such as cleaning, childcare, cooking;
- Forced labour in factories or agriculture;
- Criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Physical, sexual and emotional violence are often used to control victims of trafficking. Children are also likely to be physically and emotionally neglected.

Traffickers use grooming techniques to gain the trust of a child, family or community.

They may threaten families, but this isn't always the case – in fact, the use of violence and threats to recruit victims has decreased (Europol, 2011).

Traffickers may promise children education or persuade parents their child can have a better future in another place.

Sometimes families will be asked for payment towards the 'service' a trafficker is providing – for example sorting out the child's documentation prior to travel or organising transportation.

Traffickers make a profit from the money a child earns through exploitation, forced labour or crime. Often this is explained as a way for a child to pay off a debt they or their family 'owe' to the traffickers.

Although these are methods used by traffickers, coercion, violence or threats do not need to be proven in cases of child trafficking - a child cannot legally consent so child trafficking only requires evidence of movement and exploitation.

For more information please see <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/what-is-child-trafficking/>

Appendix 1

Confirmation of receipt of Child Protection Policy and guidance documents and Staff Handbook.

Name: _____

Date of joining Trust: _____

Post: _____

Date of induction: _____

Name and designation of staff member responsible for induction: _____

I confirm that I have received and read the Trust Child Protection Policy and Part 1 of Keeping Children Safe in Education September 2016.

I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a student has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the Designated Safeguarding Lead (DSL):

Signed:

Date:

Appendix 2

Information Leaflet for visiting staff regarding Child Protection

WELCOME to Pioneer Educational Trust

Trust statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our Trust we expect you to take care of our students and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable. Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A student may:

- Have a bruise, burn or injury that seems suspicious;
- Show signs of pain or discomfort;
- Be unnaturally passive or withdrawn;
- Be unpredictable and challenging;
- Seem anxious, fearful or distressed;
- Provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way, you must speak to the DSL before you leave the school site.

Do not question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSL.

If you become concerned about a student's immediate safety, notify the nearest senior member of staff and tell them why you are concerned so that a senior member of staff can make a referral to children's social care and/or police

You should complete a 'Safeguarding/Child Protection Record of Concern' form (Appendix 5) and hand it to the DSL or Deputy or to a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form. If you have any questions or wish to see our Child Protection Policy, please contact the DSL.

Appendix 3

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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 of maternal substance misuse. Once a child is born, neglect may involve a parent or carer: failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failing to ensure adequate supervision, including the use of inadequate care-takers; or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL or Deputy.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- Have bruises, bleeding, burns, fractures or other injuries;
- Show signs of pain or discomfort;
- Keep arms and legs covered, even in warm weather;
- Be concerned about changing for PE or swimming;
- Look unkempt and uncared for;
- Change their eating habits;
- Have difficulty in making or sustaining friendships;
- Appear fearful;
- Be reckless with regard to their own or other's safety;
- Self-harm;
- Frequently miss school or arrive late;
- Show signs of not wanting to go home;
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- Challenge authority;
- Become disinterested in their school work;
- Be constantly tired or preoccupied;
- Be wary of physical contact or display sexual knowledge or behaviour beyond that normally expected for their age;

- Be involved in, or particularly knowledgeable about drugs or alcohol.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

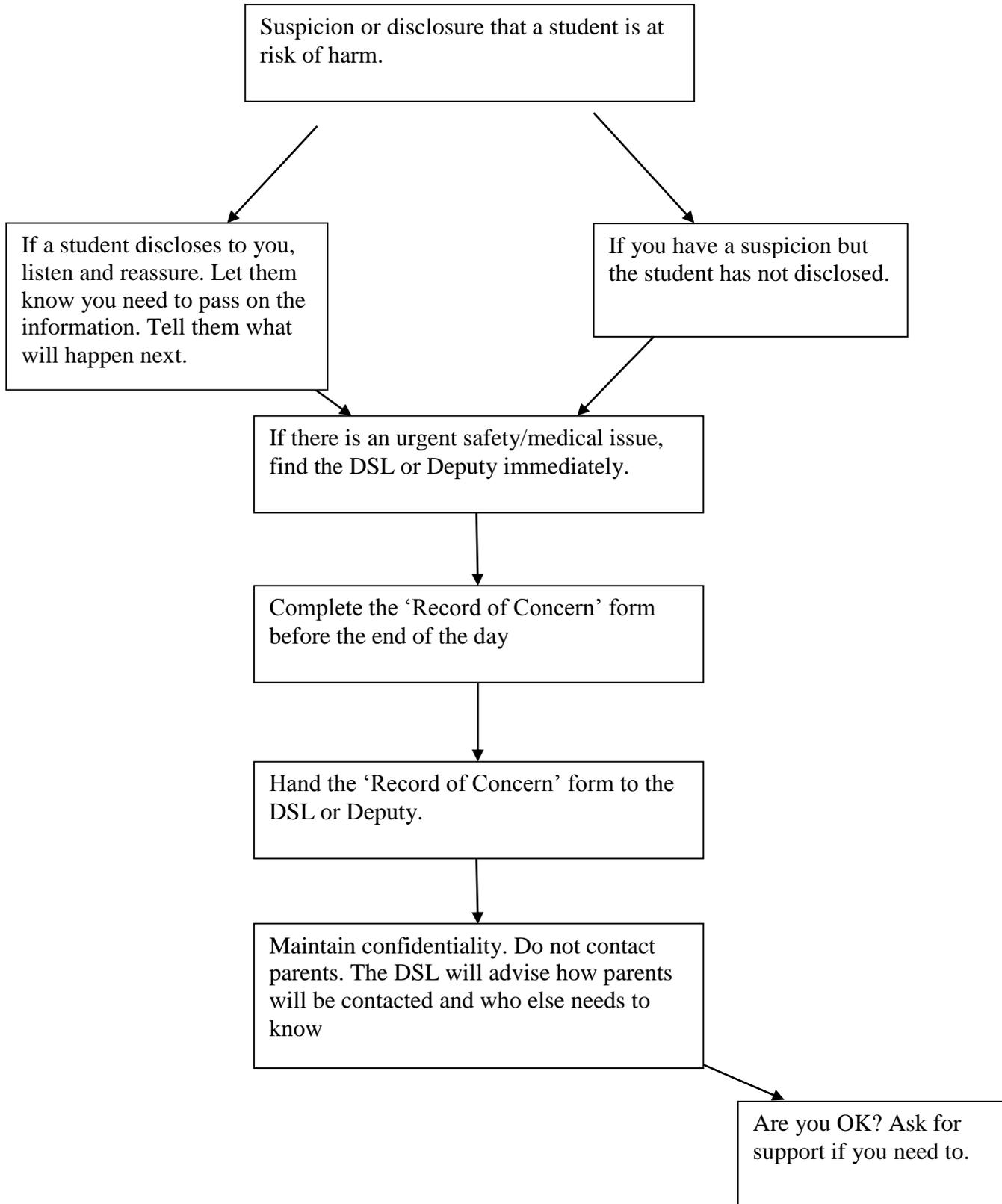
The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Please also refer to:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

Slough Local Safeguarding Children’s Board Multi Agency Threshold Guidance April 2016 – see attached

Appendix 4
Staff action flow chart



Appendix 5

Pioneer Educational Trust - Safeguarding/Child Protection Record of Concern

Student Name	Date Of Birth
Name of person completing the form	
Position held	
Names of any other parties present at time of disclosure	
Reported date/s or times of incident/s	
Record of details of incident given:	
Any other relevant concerns or information:	
Action taken in case of safeguarding concerns:	
Referred to:	
Date form completed:	
Signature:	

Appendix 6

Pioneer Educational Trust - Child Protection and Safeguarding Record - Front Sheet

Student name:		Date Of Birth:
Home Address:		Current Address:
Who the child is living with:		
Contact numbers:		
Family Members:		
Name	Relationship	Address
Legal guardians if different from above:		
Name	Address	
Date record started:		

Any previous record of concern regarding any family members:



Details of relevant professions involved					
Name	Agency	Address	Contact details	Date referred	Agreed action

Appendix 7

Pioneer Educational Trust - Images consent form

Student and parent consent for the use of images

In signing this form, students and parents give consent for the school or someone commissioned by the school to take and use photographs and video recordings for educational purposes, to record events and to publicise the work of the school on its website, in the school prospectus and in local or national media.

To protect our students, we do not publish their full name and photograph together, we ensure children are appropriately clothed for photographs and we do not allow commercial or media photographers unsupervised access to students.

Name of student:

Date of birth:

Signature of student:

Date:

Name of parent or carer:

Relationship to the student:

Signature of parent or carer:

Student's address:

Telephone:

Appendix 8

E-safety (also see E- Safety policy)

Most of our students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children.

The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

The Trust's E-Safety Policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home and we have produced a short factsheet and training sessions to help parents and students understand the possible risks.

Appendix 9

Foxborough Primary School

Designated Safeguarding Lead (DSL) – Ms N Bulpett

Deputy Designated Safeguarding Lead – Mr A Spinks

Nominated Child Protection Governor – Mr D Richards

Lead for Looked after Children (LAC) and missing children – Ms G Wood

Intimate Care Plan Manager – Ms G Wood

Drugs, alcohol and other dangerous substances – Ms N Bulpett or Mr A Spinks

Staff with additional & specialist training

Ms M Basson

Ms N Bulpett

Mrs M Foster

Mrs M Hernández Estrada

Ms B James

Mr E Neighbour

Ms S Proctor

Mr D Richards

Mr A Spinks

Mrs A Spinks

Miss G Wood

Appendix 10

Trevelyan Middle School

Designated Safeguarding Lead (DSL) – Mrs Nicola Chandler

Deputy Designated Safeguarding Lead – Mr Phil York and Miss Olivia Shaw

Nominated Child Protection Governor – Mrs Jane Kellett

Lead for Looked after Children (LAC) and missing children – Mr Phil York

Intimate Care Plan Manager – Miss Olivia Shaw

Drugs, alcohol and other dangerous substances – Mr Phil York

Staff with additional & specialist training – Safer Recruitment Mrs N Chandler

Mrs M Hernández Estrada

Mr E Neighbour

Mrs A Spinks

Appendix 11

Upton Court Grammar School

Designated Safeguarding Lead (DSL) – Mr Mark Pritchard

Deputy Designated Safeguarding Lead – Mrs P Earle and Mrs R Ghei

Nominated Child Protection Governor – Mr R Ford

Lead for Looked after Children (LAC) and missing children – Mrs P Earle

Intimate Care Plan Manager – Mrs P Earle

Drugs, alcohol and other dangerous substances – Senior School Team who will refer to a DSL for further discussion

Staff with additional & specialist training

Mrs P Earle
Mrs R Ghei
Mrs M Hernández Estrada
Mrs S Hoare
Mr N Hussain
Mrs J Macleod
Mrs Z Marais
Mr A Murdoch
Mr E Neighbour
Mrs A Spinks

Policy Monitoring and Evaluation

The Trust is aware of the need to monitor and evaluate this policy regularly to ensure that the systems are in place to allow all of our pupils to achieve their full potential in a safe environment with appropriate and relevant support

To ensure competent, accountable and empowered practice, the focus of planned governor visits is to collect identified evidence, which may be carried out through:

- Interviews with pupils.
- Discussions with staff.
- Observations of classroom practice where this is deemed appropriate and useful.
- Reviews of documentary evidence which will show the following:
 - The identification of our strengths and weaknesses
 - The assurance that future actions are targeted to address any weaknesses
 - The recognition of our successes and the assurance that best practice is embedded
 - The cycle of school development planning
 - The allocation of resources in the most efficient and effective way to maximise their use
 - The assurance that there is consistency throughout the school/trust
 - The Identification of the needs of pupils, staff, parents and the wider community and the assurance that they are met
 - The assurance that policy and procedures meet the requirements of outside agencies