



preparing the way for others to follow

CHILD PROTECTION POLICY

Key document details

Ratified:	Autumn 2019
Approver:	Trust Board
Next review:	Autumn 2020

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 2019 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 students 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.

'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 2019.

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

In Windsor contact the Local Authority Designated Officer

Referrals will be logged following a telephone discussion where it is agreed that the LADO threshold is met. The RBWM LADO can be contacted on 01628 683 202. However, all telephone referrals should be followed up with a written referral form, contained in http://rbwm.proceduresonline.com/chapters/p_lado.html

A blank RBWM LADO referral form should be emailed to the referrer. **Completed referral forms should be sent securely to lado@rbwm.gcsx.gov.uk or faxed to 01628 683 141**

The nominated child protection trustee is Miss Lucy Hegarty.

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 as required 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 Pioneer Educational Trust 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 2018

This revised guidance has been published in 2018 and 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, 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 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.

Working Together to Safeguard Children 2018 highlights specifically that "practitioners should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child".

In the event of a student disclosure, it is the responsibility of every member of staff to:

- Report your concern to the DSL at your earliest convenience. Your referral will be completed using CPOMS 'all staff referral' following any conversation that you have had as soon as possible
- Visitors to school or parents/carers can raise a concern 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;

- 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. 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 the Head of School/Headteacher and who has undertaken training in inter-agency working in-line with statutory guidance Keeping Children Safe in Education 2019, in addition to basic child protection training;
- A Child Protection Policy and procedures that are consistent with local authority and safeguarding partner 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. They will have regard to Information Sharing Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, July 2018;
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the CEO / Headteacher / Head of School are covered in the Whistle Blowing Policy.
- Allegations against a member of staff should also be referred to the Local Authority Designated Officer. Please see the Whistle Blowing Policy.
- The Allegation against Staff Procedures form part of the Whistle Blowing Policy and sets out the process that will be followed in any case where a concern is raised via the Whistle Blowing Policy.
- 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 via NSPCC whistleblowing helpline;
- Local Safeguarding Children Boards (LSCBs) have been replaced by "safeguarding partners" following the updates to Working Together to Safeguard Children 2018. Under the new legislation of Working Together to Safeguard Children 2018, three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.
- 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 with regular termly updates;
- 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 procedures;
- Written records of all concerns will be stored securely in CPOMS and are kept separate from, the student's general file;
- 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 all staff will be required to read Part 1 of KCSIE and Annex A
- Ensure that the Child Protection Policy is updated annually in consultation with the Associate Director 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 Associate Director for Safeguarding in the Trust;
- Following a conversation with Children's Social Care, the school will normally seek to discuss any concerns about a student with their parents/carers. This must be handled sensitively, the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure unless they are advised not to or if by doing so, the DSL/DDSL believes that this could increase the risk to the student or exacerbate the problem. Advice will first be sought from children's social care;
In line with the updated Working Together to Safeguard Children, training should allow the DSL to "recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online".
- 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, peer-on-peer abuse including sexual harassment, illicit substances and misuse including county lines 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 must be aware of and familiar with the following:

- Staff code of conduct
- Safeguarding policy and procedures
- Behaviour/Culture policy
- The role of the DSL
- KCSIE part 1 and annex A
- Whistle blowing policy

All staff should be aware of the safeguarding issues linked to the 'toxic trio' (substance misuse, domestic violence and mental ill-health) as well as children missing in education/ truanting including the school response to this and exploitation, trafficking and modern-day slavery, radicalisation and how these put children in danger.

All children need to be safeguarded but the following need to be identified and monitored carefully:

- All children and young people (CYP) with Special Educational needs or disabilities
- Young carers
- Those showing signs of being drawn into anti-social or criminal behaviour
- Those frequently missing from home, care or school
- Any CYP who misuse alcohol or drugs
- Any CYP at risk of modern slavery, trafficking or exploitation
- Any CYP whose family has concerns around substance misuse, mental ill-health or domestic violence
- Any CYP returning from care
- Any CYP showing early warning signs of abuse or neglect
- Any CYP showing signs of radicalisation or exploitation
- Any CYP in private fostering arrangements

Specific areas of concern under safeguarding covered by this policy are as follows:

Breast Flattening or Breast Ironing?

"the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely."

In some families, large stones, a hammer or spatula that have been heated over scorching coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts so as to prevent them from growing.

Breast flattening usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or identity, and this may also cause health problems. Where breast ironing is carried out, it is believed to :

- make teenage girls look less “womanly”
- prevent pregnancy and rape
- enable the girl to continue her education
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage
- deter unwanted attention

Although there is no specific law within the UK around breast flattening or breast ironing, it is a form of physical abuse and if professionals are concerned a child may be at risk of, or suffering significant harm, they must refer to their local safeguarding procedures. **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, e.g. name calling, threats and abusive phone calls, emails or text messages;
- Hate crimes.

In Keeping Children Safe in Education 2019 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.

Child criminal exploitation: county lines

A new section on child criminal exploitation was added to KCSIE 2018 addressing this widespread form of harm that is a “typical feature of county lines criminal activity”.

This refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns.

The guide states that the key to identifying potential involvement in county lines is “missing episodes” – where the victim may have been trafficked for the purpose of transporting drugs. In such cases, a referral to the National Referral Mechanism should be considered.

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 set 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.

Children with Special Educational Needs and Disabilities

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. Appropriate and relevant support and mentoring will be put in place to ensure that best practice can be implemented for all vulnerable young people.

Drugs, alcohol and other dangerous substances

Please see advice and guidance concerning searching and confiscation
Allegations must be discussed with relevant staff, see appendices for details. Referrals to relevant agencies will be made as appropriate. Support will be offered to young people where there are concerns within the family of drug, alcohol or other dangerous substance misuse. Referrals will be made as necessary.

E-safety – please see E-safety Policy and Safe Use for Children Policy Appendix 8

Appropriate filtering and monitoring are in place and children are explicitly taught about on-line safety in assemblies and other in-school events / workshops, PHSE, ICT lessons, and through sex and relationship education. Please also see RSE policy,.The following resources to support schools with online safety are listed:

- Education for a Connected World framework from the UK Council for Child Internet Safety (UKCCIS)
- Guidance from the PSHE Association
- Be Internet Legends by Parent Zone and Google

A free online safety tool for schools is provided alongside questions for the governing board concerning online safety <https://360safe.org.uk/>

Fabricated or induced illness (FI)

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;
- Over time 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.

Faith abuse and radicalisation
Please see guidance sheet 9

Female Genital Mutilation
Please see guidance sheet 1

Forced Marriage
Please see guidance sheet 2

Gangs and youth violence
Please see guidance sheet 12

There are multiple reasons why young people feel the pressure to join gangs. They might be bored and looking for excitement or feel attracted to the status and power it can give them. They might join due to peer pressure, money or family problems. Gang membership can also make a child feel protected and that they belong.

Please also see County Lines Violence Exploitation and Drug Supply

[National Crime Agency Intelligence Report - Count Lines Drug Supply, Vulnerability and Harm \(2018\)](#)

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

Harassment and Discrimination

Pioneer Educational Trust takes our responsibility to address inappropriate behaviour in school using a mix of universal, targeted and specialist interventions. Please see relevant schools' 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.

Homelessness

Advice on homelessness is included for the first time in KCSIE 2018. It states that the DSL should be aware of the contact details and referral routes of the Local Housing Authority to enable them to raise concerns. Referrals to the Local Housing Authority should not replace referrals to children's social care where a child is being harmed or at risk of harm.

Schools should recognise that for 16- and 17-year-olds homelessness may not be family-based, and the DSL should ensure appropriate referrals to children's services are made where necessary.

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. Please also see <https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

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 which was last updated in August 2017. Please see the 1st Aid and medical policy and 1st Aid risk assessment.

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.

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.

Our aim is also 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.

Effective 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.

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.

Pornography

Please see guidance sheet 4

Safeguarding Developments

Training will be provided for all staff around the new and emerging issues as required. Advice will be given on the presenting signs and symptoms, required response and further advice and guidance.

We 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.

Screening, searching and confiscation

Please see guidance sheet 10

Sexting and inappropriate images

Please see guidance sheet 3

Sexual Exploitation and gangs

Please see guidance sheet 5

Teenage relationship/peer-on-peer abuse including sexual violence and harassment

Please see guidance sheet 8

Trafficked Children

Please see guidance sheet 11

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

The National Referral Mechanism (NRM) is a framework for identifying victims of human trafficking or modern slavery and ensuring they receive the appropriate support.

The NRM is also the mechanism through which the Modern Slavery Human Trafficking Unit (MSHTU) collect data about victims. This information contributes to building a clearer picture about the scope of human trafficking and modern slavery in the UK.

The NRM was introduced in 2009 to meet the UK's obligations under the Council of European Convention on Action against Trafficking in Human Beings. At the core of every country's NRM is the process of locating and identifying "potential victims of trafficking".

From 31 July 2015 the NRM was extended to all victims of modern slavery in England and Wales following the implementation of the Modern Slavery Act 2015.

Modern Slavery encompasses:

1. Human trafficking
2. Slavery, servitude and forced or compulsory labour

Upskirting

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear).

It can take place in a range of places, eg British Transport Police have seen a rise of reports on public transport.

The Voyeurism Offences Act, which was commonly known as the Upskirting Bill, was introduced on 21 June 2018. It came into force on 12 April 2019.

The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm.

Anyone, and any gender, can be a victim.

Perpetrators will face two years in prison. By criminalising this practice, it is hoped that it deters people from committing the crime. Upskirting, where committed to obtain sexual gratification, can result in the most serious offenders being placed on the Sex Offenders Register.

The new law sends a clear message that such behaviour is criminal and will not be tolerated.

Use of reasonable force

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

Please refer to the Pioneer Educational Trust Positive Handling Policy.

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 Part 1 and Annex A of KCSIE 2019 and identification of their child protection training needs;
- All staff sign to confirm they have received and read a copy of the Trust's Child Protection Policy and Part 1 and Annex A of KCSIE 2019.

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 who are in regulated activity 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 2019 and safer recruitment is included in the application pack. An Enhanced DBS is completed prior to new staff taking up their appointments;
- ✓ A risk assessment is completed if a DBS has not returned prior to a member of staff needing to start work in school

- ✓ 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 and other relevant checks for all staff and this happens every three years.
- ✓ Section 128 checks are carried out for all middle and senior managers
- ✓ Overseas checks are carried out for anyone who has worked aboard consecutively for three months in the last 5 years.

Teacher prohibition orders

Disqualification by Association 2018 (effective from 31 August 2018)

Statutory guidance for schools about employing staff who have been disqualified from providing childcare.

From 1st September 2018, schools no longer have to ask staff questions about cautions or convictions of someone living or working in their household.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018, Part 2 Childcare (Disqualification) Regulations 2018, section 9, states that such a disqualification applies only to 'work in domestic premises'.

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

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.

Section 128 checks will be carried out for all newly appointed governors, executive, senior or middle leaders. These will be repeated every three years in line with our policy for DBS checks

Contact numbers

Schools will hold at least two different contact numbers per child for use in case of emergency.

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.

Overseas pupil visits

Where a pupil is visiting from overseas on an exchange programme or visit a DBS check must be initiated for the host family before the placement can be agreed. Homestay requires schools to ensure suitability of adults in host families for children from abroad. Schools should

use their professional judgment to satisfy themselves that the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.

School Security

Please see the Pioneer Educational Trust Health and Safety Policy and Accessibility Policy.

Visitor procedures

Procedures are in place to ensure that safe and consistent protocol is followed when visitors come to any of the schools. Please also see the Trust Visitors Policy.

Information Sharing

The DSL/DDSL should consider whether it is appropriate to share any information with the new school or college in advance of a pupil leaving, in addition to the child protection file. The DfE gives the example of information that would allow the new school or college to continue supporting a victim of abuse and have the appropriate support in place for the pupil's arrival. This will need to be transferred appropriately to meet the requirements of GDPR. Where other schools have CPOMS information will be shared securely over this platform. We will have regard to the Information Sharing Advice for Practitioners 2018

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe."

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

The Designated Teacher

The role of the Designated Teacher has been updated to include a responsibility for "promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales" in addition to LAC. A child who is being looked after by their local authority is known as a child in care. They might be living:

- with foster parents
- at home with their parents under the supervision of social services
- in residential children's homes
- other residential settings like schools or secure units.

Children Act 1989

Sets out many of the duties, powers and responsibilities local authorities hold in respect of their looked after children and care leavers.

In 2015 new regulations relating to the Children Act came in to force. Among other things, these regulations set out arrangements for local authorities considering ceasing to look after a child.

Children (Leaving Care) 2000

Sets out duties local authorities have to support young people leaving care from 16 to 21 years of age.

Children in Court

Two age-appropriate guides for children required to give evidence in court

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Children with family members in prison

Please see: Action for prisoners' families and young peoples' booklet

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 followed up by DSL/DDSL 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:

- [Home Office - Female genital mutilation: resource pack](#)
- [Multi-agency statutory guidance on female genital mutilation](#)
- [NSPCC - Protecting children from female genital mutilation \(FGM\)](#)

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) last updated May 2010

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 explored 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:

- [Gov.uk - Stop Forced Marriage](#)
- [Childline - Forced Marriage](#)
- [NSPCC Forced Marriage articles](#)

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 offence. 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.

Sexual Offences Act 2003

Includes the offence of sexual grooming. Action can only be taken by authorities where it can be proved an adult intended to meet a child. Increasingly, online abusers have no intention of meeting the child physically. They may, for example, persuade a child to perform sexual acts via a webcam.

[View the Sexual Offences Act 2003](#)

Malicious Communications Act 1988

Makes it an offence to send a communication with the intention of causing distress or anxiety. The intent to cause distress or anxiety can be difficult to prove because online groomers do the opposite to this. They may find out a child's interests from their online profile and use these to send messages aiming to build a rapport with the child they've targeted.

[View the Malicious Communications Act 1988](#)

Communications Act 2003 Section 127

Section 127 makes it an offence to send an electronic message that is grossly offensive or of an indecent, obscene or menacing character. An online groomer may not be covered by this law because they may send messages that aim to build up trust with a child.

[View Communications Act 2003 Section 127](#)

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

[Think-U-Now Teachers' Resource Library](#) and [Child Exploitation and Online Protection command - Making a Report](#)

[NSPCC - Sexting - How to talk to children about the risks of sexting - and what you can do to protect them](#)

[Childline - Sexting and sending nudes](#)

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

You can legally buy porn magazines and videos at 18, and all regulated porn websites try to prevent under 18s from accessing them. The government has recently clarified existing obscenity laws to ensure that materials rated only suitable for 18-year olds (and above) have controls in place to stop children under 18 from accessing them.

There are certain types of porn that are illegal – even for an adult to be in possession of. These are called "extreme pornographic images", and include acts that threaten a person's life, acts which are likely to, or, result in serious injury, degrading porn, violent porn (which includes rape and abuse) or anything involving those under the age of 18.

It is illegal for a person under 18 to send explicit images or films of themselves, or of another young person. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission

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.

Studies have also shown that when children and young people are exposed to sexually explicit material, they are at greater risk of developing:

- unrealistic attitudes about sex and consent
- more negative attitudes towards roles and identities in relationships
- more casual attitudes towards sex and sexual relationships an increase in 'risky' sexual behaviour
- unrealistic expectations of body image and performance

The impact that porn can have on a young person depends on a number of factors, including:

- the age and gender of the child
- the type of porn that is being viewed
- how often they are watching porn
- what their relationships are like at home and with their friends
- existing beliefs and values on sex and relationships

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. At Pioneer Educational Trust 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 considered and dealt with in-line with our safeguarding policy and behaviour policy.

For further information on pornography and revenge pornography please see:

[The Family Planning Association \(FPA\) Factsheet on pornography](#)

[Crown Prosecution Service: Revenge Pornography - Guidelines on prosecuting the offence of disclosing private sexual photographs and films](#)

[NSPCC: Online porn - Advice on how to talk to your child about the risks of online porn and sexually explicit material.](#)

Guidance sheet 5

Child Sexual Exploitation, (CSE) and gangs

Keeping Children Safe in Education 2018 explicitly mentioned 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 (CSE) is a type of sexual abuse. Children in exploitative situations and relationships receive something such as gifts, money or affection as a result of performing sexual activities or others performing sexual activities on them.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed and exploited online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

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:

[NSPCC - Child sexual exploitation](#)

[Child Exploitation and Online Protection command](#)

[Think-u-know - the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.](#)

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 violence and abuse 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 and Wales on 8 March 2014.

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/

KCSIE provides links to three sources to help schools identify the signs of domestic abuse:

- [NSPCC: UK domestic-abuse signs symptoms effects](#)
- [Refuge: what is domestic violence/effects of domestic violence on children](#)
- [SafeLives: young people and domestic abuse](#)

<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: [Ending Violence against Women and Girls Strategy 2016 – 2020](#) 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 including child on child sexual violence and sexual harassment

Legislation

All schools must have regard to:

- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018.

Each school should also be aware of their obligations under:

- Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty (PSED)

What is peer-on-peer abuse?

Peer on peer abuse can be defined in the following ways:

Bullying including cyberbullying

Physical abuse by hitting, shaking, kicking, biting, hair pulling or other physical harm

Sexting or youth produced sexual imagery

Sexual harassment and violence

Initiation/hazing type violence/rituals

Sexual harassment is likely to:

- violate a child's dignity, and/or
- make them feel intimidated, degraded or humiliated and/or
- create a hostile, offensive or sexualised environment

Sexual violence and sexual harassment can occur between two children of any age and any sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children.

All victims will be taken seriously and offered appropriate support. Sexual harassment and violence is never acceptable and will not be tolerated or excused or explained away as part of growing up.

Any reports of abuse which include children with SEND will require close liaison between the DSL/DDSL and the SENDCo

The Brook traffic light tool should be used to distinguish between healthy and harmful sexual behaviour in children and young people

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Please also see:

[Sexual Violence and Sexual Harassment between Children in Schools and Colleges Advice May 2018](#)

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 of the public 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.

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 assessment 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:

[Expect Respect - A toolkit for addressing Teenage Relationship Abuse in Key Stages 3,4 and 5](#)

[The teachers' guide to teen-abuse](#)

[Abuse In Relationships - A leaflet for teens](#)

[This is Abuse - Discussion guidance](#)

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:

[Prevent: Training catalogue 2016](#)

[Home Office Prevent E-Learning](#)

[Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism - Statutory guidance for Channel panel members and partners of local panels](#)

[Let's Talk About It - Working Together to Prevent Terrorism](#)

[Families Matter - Counselling and Support](#)

The Prevent strategy and Duty Guidance was reviewed and revised in 2015 and updated in 2016.

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.

Pioneer Educational Trust 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 update January 2018 to reflect changes made in the preventing and tackling bullying advice

Please see Pioneer Educational Trust Advice and Guidance on Searching and Confiscation

For more information please see:

[Gov. Guidance - Searching, screening and confiscation at school](#)

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 [NSPCC - Child trafficking](#)

Guidance sheet 12

County lines and gang exploitation

Children and young people involved with, or on the edges of, gangs might be victims of violence or they might be pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited or put into dangerous situations.

For lots of young people, being part of a gang makes them feel part of a family so they might not want to leave. Even if they do, leaving or attempting to leave can be a really scary idea. They might be frightened about what will happen to them, their friends or their family if they leave.

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity. It is estimated that around 4,000 teenagers in London alone are being exploited through child criminal exploitation, or 'county lines'.

Young people exploited through 'county lines' but can be seen by professionals as criminals. However, we want need to work together to ensure that these vulnerable children are recognised as victims of trafficking and exploitation so that they can access the support that they need to deal with the trauma they have been through.

Indicators of exploitation and enrollment in county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training or work
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

For further information see [Children's Society - What is county lines?](#)

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 and Annex A of Keeping Children Safe in Education September 2018.

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 **as soon as possible and without question** 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 the appropriate member(s) of staff can take appropriate action.

You will be directed to complete a 'Safeguarding/Child Protection Record of Concern' form (Appendix 5) and hand it to the DSL or Deputy 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/DDSL.

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

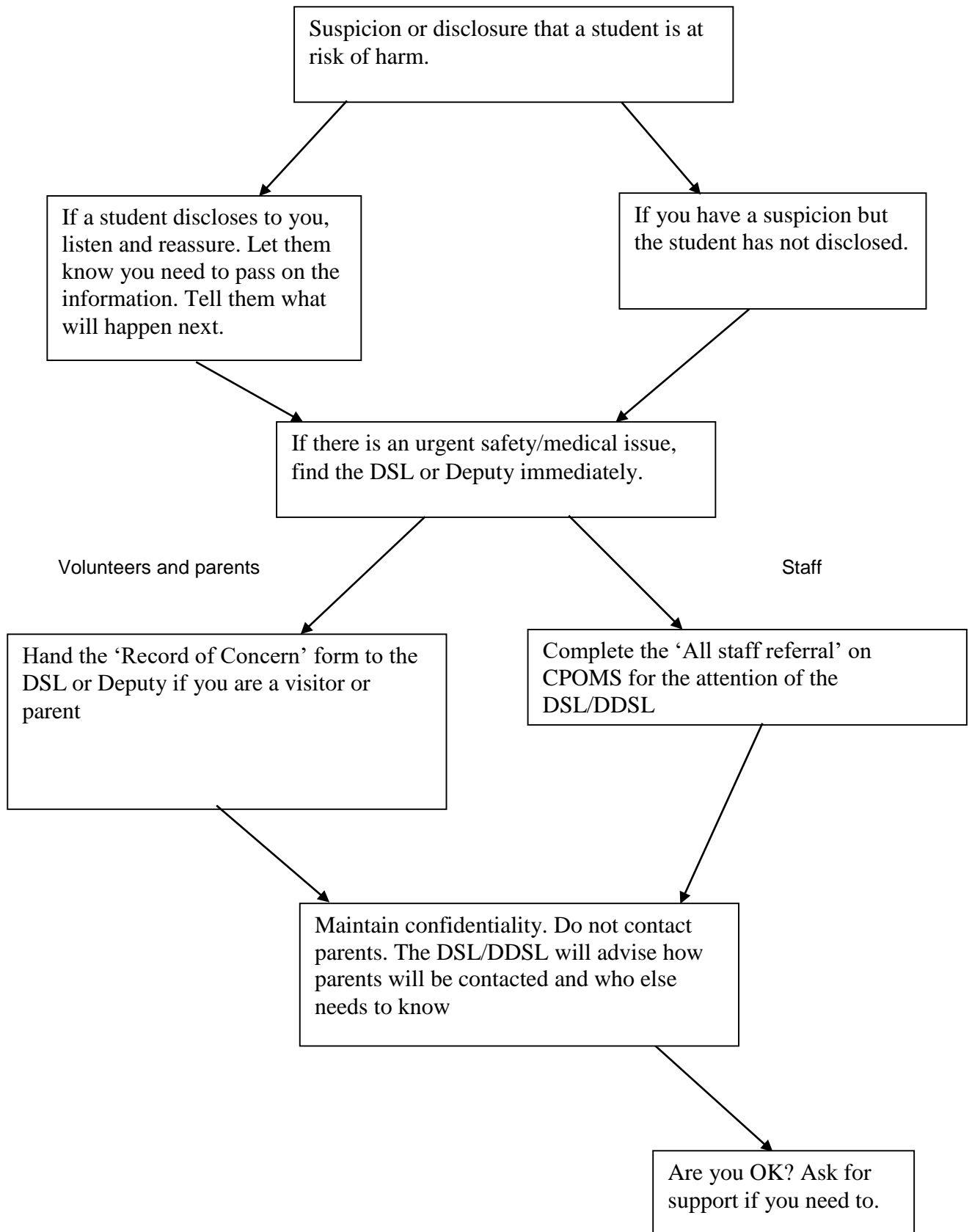
The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of 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:

[What to do if you're worried a child is being abused - Advice for practitioners](#)

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 – Visitor Child Protection Record of Concern

Student Name	Date of Birth and/or Form Group
Name of person completing the form	
Visitor in school: <p style="text-align: center;">Yes/No</p>	
Parent of a child in school: <p style="text-align: center;">Yes/No</p>	
Reported date/s or times of incident/s	
Record of details of incident given:	
Any other relevant concerns or information:	
Referred to:	
Date form completed:	
Signature:	

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 please see E- Safety policy

The Trust's E-Safety Policy explains how we try to keep students safe in school.

Please also see the reasonable use policy for staff and pupils in each school.

Appendix 9

Foxborough Primary School

Designated Safeguarding Lead (DSL) – Mrs P Sweetman

Deputy Designated Safeguarding Lead – Mr A Spinks

Nominated Child Protection Governor – Mr D Richards

Lead for Looked after Children (LAC) and missing children – Mr A Spinks

Intimate Care Plan Manager – Mr A Spinks

Drugs, alcohol and other dangerous substances – Mrs P Sweetman or Mr A Spinks

Staff with additional & specialist training

Mrs M Foster

Ms S Proctor

Mr D Richards

Mr A Spinks

Staff with Safer Recruitment training

Adam Spinks 23/11/21

Pauline Sweetman 04/01/23

Jess Theisinger 04/01/23

Appendix 10

Trevelyan Middle School

Designated Safeguarding Lead (DSL) – Mrs Nicola Chandler

Deputy Designated Safeguarding Lead – Bradley Day and Jasbinder Chauhan

Nominated Child Protection Governor – Marjorie Clementson

Lead for Looked after Children (LAC) and missing children – Ms Kelly Lane

Intimate Care Plan Manager – Ms Debra Roscoe

Drugs, alcohol and other dangerous substances – Katrina Gingell

Head of Key Stage 2 – Mr James Redman

Head of Key Stage 3 – Katrina Gingell

PHSE Lead – Ms Abbie Dixon

Staff with additional & specialist training –

Safer Recruitment -

Mrs N Chandler

Ms Kelly Lane

Mrs Ali McCarron

Mr Bradley Day

Mark Jervis

Appendix 11

Upton Court Grammar School

Designated Safeguarding Lead (DSL) – Mr Mark Pritchard

Deputy Designated Safeguarding Lead – Mrs P Earle and Mr Oliver King

Nominated Child Protection Governor – Mr Vinay Dhir

Lead for Looked after Children (LAC) and missing children – Mr Oliver King

Intimate Care Plan Manager – Mrs P Earle

Pastoral Lead – Mr Oliver King

PHSE Lead – Miss Gurneet Gill

SENCO – Miss Marium Rafiq

Drugs, alcohol and other dangerous substances – Heads of Year who will refer to Mr Oliver King and DSL/DDSLS for further discussion

Staff with additional & specialist training

Mrs P Earle
Mrs Z Marais
Mr A Murdoch

Staff with Safer Recruitment training

Mrs Penny Earle
Mr Mark Pritchard
Mr Oliver King
Mr Andy Murdoch
Mrs Zelda Marais
Mr Narinder Basra
Nicola Rispoli-Hall

Trust Staff with Safer Recruitment Training

Mrs Antonia Spinks
Mr Eddie Neighbour
Mrs Sarah Sarll
Mrs Penny Earle
Mrs Bhamini Lynn

Trust Staff with Specialist Training

Mrs Antonia Spinks
Mr Eddie Neighbour

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