



Houghton Conquest
Lower School
Growing together



Houghton Conquest
Pre-School

Statutory Document Information: SAFEGUARDING AND CHILD PROTECTION POLICY			
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PART ONE: SAFEGUARDING POLICY

1. Introduction

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection is defined as:

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

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

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

Houghton Conquest Lower School and Pre-school are committed to safeguarding and promoting the welfare of all its children.

We believe that:

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

Houghton Conquest Lower School and Pre-school will fulfil their local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE, 2018)
- Keeping Children Safe in Education (DfE, September 2021)
- Information Sharing (HM Government, July 2018)
- The procedures of the Local Safeguarding Children and Adults Boards
- The Children Act, 1989
- The Education Act, 2002 (s175 / s157)
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental health and behaviour in schools: departmental advice (DfE, 2018)
- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015

- Serious Crime Act 2015
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home Office guidance)
- Children missing education (DfE, 2016)
- Statutory guidance on children who run away or go missing from home or care (DfE, 2017)
- Child sexual exploitation: definition and guide for practitioners (DfE, 2017)
- The Domestic Abuse Act 2021
- Drugs (DfE and ACPO guidance)
- Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, September 2021)

2. The Designated Safeguarding Lead is the Head Teacher and they take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.

They will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the early help hub, children's social care, health, police etc.

The Deputy Designated Safeguarding Lead/s are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility for safeguarding and child protection (including online safety).

The Designated Safeguarding Lead is supported in developing knowledge and skills to:

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

When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide, what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a singly agency early help response, undertaking an early help assessment or a referral to Children's Social Care for a statutory social work assessment. The Head Teacher (& DSL) will be kept apprised of cases as appropriate

- The Designated Safeguarding Lead will refer to the Model Setting Concern Process if a concern becomes apparent regarding a child. For further information, please see Appendix 4.
- The Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- The DSL and deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2018), the), [the NPCC – when to call police](#) should help the DSL understand when they should consider calling the police and what to expect if they do so.
- The Designated Safeguarding Lead will refer cases to the Police where a crime may have been committed.
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- The head teacher will ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision-making will be recorded in case files.
- The Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB's information sharing guidance.
- Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility.

The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm. In such circumstances, advice will be sought from Children's Social Care.

If a child moves from our school, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, children's records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all children's records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

- If a child is permanently excluded and moves to a Pupil Referral Unit or Alternative Learning Provision, child protection records will be forwarded on to the relevant organisation.
- If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Elective Home Education team.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings on their child protection information being passed on in order that the FE establishment can provide appropriate support.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder - this exchange should be recorded as part of the incoming role holder's induction/performance management.
- In exceptional circumstances when a face-to-face handover is not feasible, the Head Teacher will ensure that the new post holder is fully conversant with all procedures and case files.

3. Overall Aims

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

- Clarifying standards of behaviour for staff and children
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values.
- Creating an organisational culture that is safe for children.
- Introducing appropriate work within the curriculum.

- Encouraging children and parents to participate.
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns.
- Addressing concerns at the earliest possible stage in the least intrusive way.

4. **Key Principles**

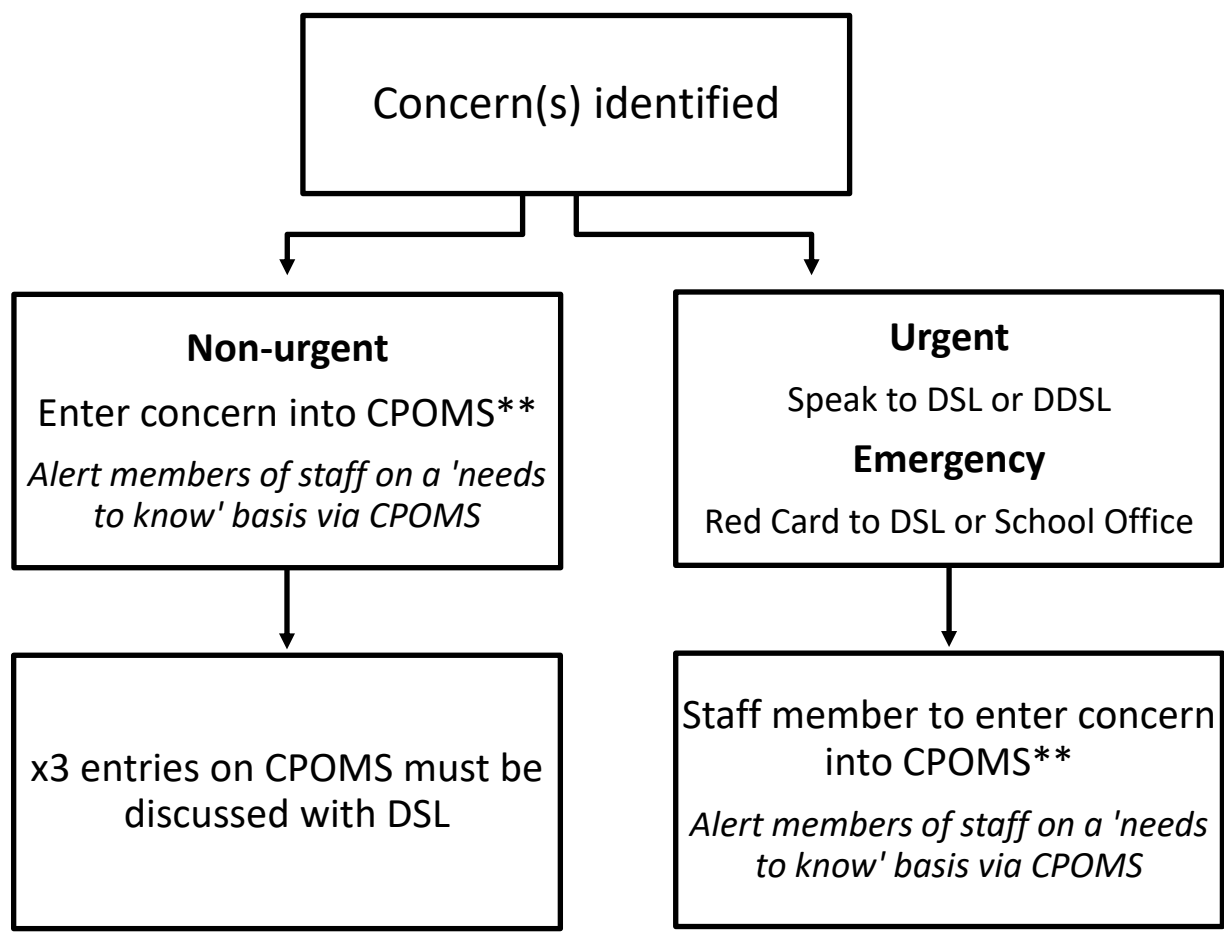
We will:

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Central Bedfordshire LSCB Thresholds Framework.
- Have conversations, build relationships and maintain professional curiosity.
- Focus on securing improved outcomes for children.
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- Every child is entitled to a rich and rounded curriculum.
- When issues arise, Head Teachers/Principals should speak out, addressing them internally where possible and engaging in a multi-agency response when required in accordance with interagency procedures.

5. **Key processes**

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

Staff Guidance Flow Chart' on how to record and report any concerns.



DSL will, in discussion with other professionals (if necessary), decide on the next course of action which could include:-

- Monitor; discuss with parents; refer to social care

DLS has access to children's files via secure online platform (CPOMS)

Further Actions/Information:

- DSL to liaise with Class Teacher/ and or other adults information on a 'needs to know' basis.
- ***A pupil concern form (Appendix 4 - yellow form) is available for volunteers who do not have access to CPOMS. These forms should be handed to the class teacher who will review and 'scan' into CPOMS*

6. Expectations

All staff and regular visitors will:

- Be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people.
- Be aware of the role and identity of the designated safeguarding leads and deputies for the school.
- Undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- Be involved in the implementation of individual education programmes, Early Help assessments and plans, Child in Need plans and interagency Child Protection plans.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interest of the child.
- Be alert to signs and indicators of safeguarding concerns and possible abuse.
- Record concerns and pass the record to the Designated Safeguarding Lead, or a member of the Safeguarding Team.
- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB.
- Deal with a disclosure of abuse from a child in line with the guidance in **Appendix Two**.
- The Designated Safeguarding Lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the governing body - this training will be regularly updated at a minimum of two-yearly intervals. In addition to the above, all staff will receive annual safeguarding updates, which may include E-learning, circulation of information and guidance internally, staff meetings, inset training. The subject / topics for training and updates will take into consideration LSCB priorities, local context, and needs of our pupils and identified training needs of staff.

7. Relay

At **Houghton Conquest Lower School and Pre-school** we are working in partnership with Central Bedfordshire Council and Bedfordshire Police to identify and provide appropriate support to pupils who have experienced domestic abuse in their household; nationally this scheme is called Operation Encompass and locally as Relay. In order to achieve this, Central Bedfordshire Council will share police information with the Nominated Relay SPOC

of all domestic incidents where one of our pupils has been affected. On receipt of any information, the Nominated Relay SPOC will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'CBC Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

8. The Governing Body

The Governing Body will:

- Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2019 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

The governing body will ensure that:

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018 - this includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- The school provides an appropriate safeguarding response in accordance with the Central Bedfordshire Thresholds Framework in order to safeguard children.
- Online safety is considered with increasing work online, which poses concerns around potentially harmful and inappropriate online material. Governing bodies will ensure that appropriate filters and monitoring systems are in place.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment, upskirting or youth produced sexual imagery.
- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary agreements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after.
- The school's safeguarding arrangements take into account the procedures and practice of the Local Authority as part of the inter- procedures, set up by the Local Multi Agency Safeguarding Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Central Bedfordshire however live outside of Central Bedfordshire.

- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within Working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015.
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation and Child Criminal Exploitation with Bedfordshire Police and the Single Point of Contact within Central Bedfordshire Council.
- The school initiates appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- The Head Teacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented.
- The school has a Staff Behaviour Policy (code of conduct) which amongst other things includes - staff/child relationships and communications including the use of social media and other online platforms.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2021.
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role.
- The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead.
- Any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2021.
- The Designated Safeguarding Lead and any Deputies undertake LSCB higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the Designated Safeguarding Lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.
- The Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2021 and that they

receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.

- All training will incorporate safeguarding children in specific circumstances which include, but are not limited to: Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse.
- The training will ensure that peer on peer abuse is never seen as ‘banter’ or part of growing up and incorporates issues of sexually harmful behaviours such as sexual touching or assault and gang initiation or hazing type violence - the training recognises how alcohol use, drug use, truancy and youth generated sexualised imagery increases risks of harm to children. In addition, the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children.
- The school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school’s procedures for child protection and their responsibilities.
- Confidentiality: Governors and the DSL consider carefully and have a proportional risk based approach to information sharing when considering the level of safeguarding information provided to temporary staff and volunteers. Very short term visitors are given a succinct version of this policy on arrival to sign – Appendix 5.
- The school remedies any deficiencies or weaknesses brought to its attention without delay and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children’s independent research and learning will be avoided.
- The curriculum is delivered in such a way to include educating children about how to stay safe which will include Relationship and Sex Education (RSE), online safety and broader safeguarding messages within PSHE.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.
- The governing body reviews its policies/procedures annually.
- The **nominated governor** for child protection at the school is **Mrs C Macrdechian**. The nominated governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children.

- Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Head Teacher or member of governing body of an independent school.

9. **A Safer School Culture**

The culture of this school is one that is safe for children and unsafe for adults that may pose a risk to children. There is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher when concerns relate to an adult.

The school has a culture of listening to and hearing the voice of the child.

10. **Inspection**

- Ofsted's inspections of early years, schools and post-16 provision will be carried out under: [Ofsted's Education Framework](#).
- Houghton Conquest Lower School and Pre-school will be aware of the new inspection guidance and the requirements from Ofsted. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.
- The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools, and will also report on safeguarding procedures. ISI has a published framework which informs how they inspect at Independent Schools Inspectorate.

11. **Safer Recruitment and Selection**

The school pays full regard to 'Keeping Children Safe in Education' (DfE 2021). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks in respect of the following which will also include historic GTCE sanctions. From the 1st January 2021; the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. (Please see KCSIE for further guidance).

Houghton Conquest Lower School and Pre-school acknowledge that S128 checks should be completed on governors. A section 128 would prohibit someone from:

- Serving as a governor of a maintained school.
- Holding a management position in an independent school, academy or free school as an employee.
- Becoming a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school.

- Becoming a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.
- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.

Members of our Senior Leadership Team have undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

12. Our Role in the Prevention of Abuse

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect
- Emotional abuse
- Physical abuse
- Sexual abuse

Appendix one contains more information about definitions and indicators.

In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2021.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

13. The Curriculum

Houghton Conquest Lower School and Preschool will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety and bullying. Delivery will his will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art etc.

Regulations have been put in place whereby the subjects Relationships and Sex Education (for primary pupils) and Relationships and Sex Education and Health Education (for secondary pupils) in state funded schools will be mandatory in 2020.

14. Safeguarding in specific circumstances: Children who are vulnerable to extremism

- Houghton Conquest Lower School and Pre-school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. School/service is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Houghton Conquest Lower School and Pre-school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school are the fundamental British Values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.
- Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in **Appendix Seven**. A Prevent risk assessment can be completed in **Appendix Eight**.

Risk reduction

- The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of children by gender and SEND, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- In accordance with the Prevent Duty, the head teacher is the Single Point of Contact (SPoC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- In addition, the school Prevent Action Plan template may be used to demonstrate how the organisation is fulfilling the Prevent duty. Please see **Appendix Eight** for further information. This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the LSCB.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person. Concerns must be recorded on the school's safeguarding referral form.

- If a child or young person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form.
- In all cases, in accordance with advice provided from the Early Help Hub, the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child, protection referral will be made to the Multi Agency Safeguarding Hub.

15. **Safeguarding Children in Specific Circumstances: Female Genital Mutilation/Forced Marriage / Modern Day Slavery**

- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities.
- FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this.
- Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions.
- Those failing to report such cases will face disciplinary sanctions.
- If the school are concerned that a child/young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB. In addition, all teachers will follow mandatory reporting duties.
- A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.
- The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.
- The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry - this includes:
 - Taking someone overseas to force them to marry (whether or not the forced marriage takes place)

- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
 - Breaching a Forced Marriage Protection Order.
- Modern slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol). Modern slavery crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after.
 - Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

16. Safeguarding Children in Specific Circumstances: Types of human trafficking

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

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

17. Safeguarding Children in Specific Circumstances: Peer on Peer abuse

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

All staff, but especially the Designated Safeguarding Lead (and deputy) should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.

Houghton Conquest Lower School and Pre-school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms such as:

- Cyber-bullying
- Sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth Produced Sexual Imagery)
- Sexual assault
- Sexual violence or harassment
- Up skirting
- Sexually harmful or problematic behaviour
- Gang initiation or hazing type violence.
- Harassing messages and misogynistic messages
- The non-consensual sharing of indecent images
- The sharing of abusive images and pornography, to those who do not want to receive such content

- Upskirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- The school understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs.
- Contextual safeguarding/extra familial risk as referenced in KCSIE (2021) highlights that *'assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process'*.
- Houghton Conquest Lower School and Pre-school understand contextual safeguarding and will make a referral in the first instance if apparent.
- We carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers the risks to children.

'Report Abuse in Education' (NSPCC helpline) is available from the 1st April 2021 (funded until October 2021). This bespoke helpline is available to provide appropriate support and advice to victims of abuse, and concerned adults, including onward action such as contacting the police if they wish to. Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk.

18. Safeguarding Children in Specific Circumstances: Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care.
- Houghton Conquest Lower School will follow the Sexual Violence and Sexual Harassment Guidance (DfE, 2021) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children.
- We will seek specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.
- All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.
- In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be

victims and provide a safeguarding response consistent with the Central Bedfordshire Thresholds Framework. Consideration will be given to violence in young people's relationships.

- Where necessary, the school's behaviour policy will be invoked and any sanctions applied will be consistent with these procedures.
- Where issues indicate that a criminal offence may have been committed, a report will be made to Bedfordshire Police.

19. Safeguarding Children in Specific Circumstances: Gang related violence (Contextual/Extra Familial Risk)

- Houghton Conquest Lower School and Pre-school recognises the risks posed to children in relation to involvement in gang related activity, which may be street gangs, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation, and territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practice.
- The school understands that Early Help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an Early Help response when concerns are raised about indicators of gang activity.
- If, however, information suggests a child may be at risk of significant harm due to gang related activity, a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Where there are concerns that a child or young person may be, or is at risk of becoming involved in gang related activity, a referral will be made to the MAG panel in accordance with local procedures as part of the safeguarding response.
- Houghton Conquest Lower School and Pre-school understand the process of completing an information sharing form which highlights broader concerns contextually occurring outside of the child's home.

20. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery

- Houghton Conquest and Pre-school recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. We pay due regard to the Guidance issued by the UK Council for Child Internet Safety in relation to how we respond to incidents.
- In all cases where an incident of youth produced sexual imagery is reported, the following actions will be undertaken:
 - The incident should be reported to the Designated Safeguarding Lead as soon as possible.
 - The Designated Safeguarding Lead should hold an initial review discussion or meeting with appropriate school staff.
 - There should be subsequent interviews with the young people involved (if appropriate)

- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care and/or Bedfordshire Police immediately.
- An immediate referral will be made to Bedfordshire Police and Social Care in the following circumstances:
 - The incident involves an adult.
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs).
 - The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
 - The imagery involves sexual acts and any pupil in the imagery is under 13.
 - There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.
- If none of the above applies, the school may choose to deal with the incident without involving Bedfordshire Police or Children's Social Care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the school pastoral support and disciplinary framework. All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren.
- The school will pay due regard to the Department for Education guidance: Searching, Screening and Confiscation advice.
- Adults in the school will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.
- All incidents will be recorded.

21. **Safeguarding Children in specific circumstances: Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power or coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based

methods of compliance and maybe accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2017).

Child sexual exploitation can occur through use of technology without the child's immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

- The school recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators
- The school recognises that there are various 'models' of CSE which include but not limited to:
 - gangs and groups
 - boyfriend/girlfriend model
 - peer on peer
 - familial
 - online
 - abuse of authority
- Where concerns are identified in relation to Child Sexual Exploitation the Central Bedfordshire Thresholds Framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.
- An Early Help multi agency response may be initiated by completing an Early Help Assessment form and engaging with the Early Help Hub or Stronger Families Team. Where parental consent cannot be obtained, advice will be sought from the Early Help Hub.
- If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care.
- Advice will be sought to establish if a [National Referral Mechanism](#) is appropriate.

- In all cases, intelligence will be shared with Bedfordshire Police using the information sharing form which will also be copied to the Single Point of Contact for CSE within Central Bedfordshire Council.

22. Children in specific circumstances: Further Guidance

Further guidance in relation to safeguarding children in specific circumstances can be located in the LSCB/ Central Bedfordshire Council procedures as listed below:

- Abuse linked to spiritual belief
- Child sexual exploitation
- Safeguarding children vulnerable to gang activity
- Supporting individuals vulnerable to violent extremism
- Private fostering
- Children missing from home or care
- Children missing education
- Children of parents who misuse substances
- Children of parents with learning difficulties
- Working with parents/carers with mental health problems
- Working with parents/carers with disabilities
- Disabled children
- Protocol for dealing with domestic violence when children are involved
- Online – children exposed to abuse through the digital media
- Fabricated or induced illness
- Female Genital Mutilation
- Forced marriage / honour based violence
- Modern day slavery / human trafficking
- Criminal exploitation of children across county Lines
- Practice guidance & procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- Safeguarding children who may have been trafficked
- Protocol & guidance; working with sexually active young people
- Working with hostile, non-compliant clients and those who use disguised compliance

- Safeguarding young people on the Autism Spectrum

23. Mental Health

- All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make diagnosis of a mental health problem. However, staff will observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these experiences can impact on children's mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken following the child protection policy including discussions with the Designated Safeguarding Lead or deputy.
- The school will access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies as described in [Preventing and Tackling Bullying](#).

24. Homelessness

- Houghton Conquest Lower School and Preschool recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
- The designated safeguarding lead (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
- Houghton Conquest Lower School and Preschool recognises that whilst in most cases school and college staff will be considering homelessness in the context of children who live with their families, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.
- Staff are aware of the indicators that a family may be at risk of homelessness, to include: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
- Referrals and/or discussion with the Local Housing Authority will be progressed as appropriate but will not replace a referral into children's social care where a child has been harmed or is at risk of harm.

- The Local Authority has a legal duty to address concerns under the Homelessness Reduction Act 2017. The focus is early intervention and to encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

25. Domestic Abuse

- All staff are aware of The Domestic Abuse Act 2021 which introduced the first statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.
- Staff will continue to develop their understanding of domestic abuse, and how all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.
- Staff are aware exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
- School/service recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse.
- Staff understand that anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.
- Types of domestic abuse include intimate partner violence, abuse by ex-partners, family members, teenage relationship abuse and adolescent to parent violence.
- Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.
- Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

26. Cybercrime

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

Cyber-dependent crimes include;
unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- Denial of Service (Dos or DDoS) attacks or 'booting' - attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware such as viruses, with the intent to commit further offences.

Children with a particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputy), should consider referring into the **Cyber Choices** programme.

- Cyber Choices is a nationwide police programme supported by the Home Office and led by the National Crime Agency which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.
- Additional advice can be found at: [Cyber Choices](#)

27. Children with additional needs

- Houghton Conquest Lower School and Pre-school recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health or substance abuse, or a child who has returned home to their family from care.
- We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities or physical health issues.
- These can include:
 - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
 - these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
 - the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
 - communication barriers and difficulties in managing or reporting these challenges
 - Mental health conditions may also cause barriers for reporting concerns.
- When the school is considering excluding, either fixed term or permanently, a vulnerable child and/or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude.
- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we work together with Local Authority and other key professionals to coordinate a meeting with parents/carers where possible. We will do this before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

28. What we do when we are concerned about a child:

- All concerns will be viewed alongside the Central Bedfordshire Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.
- The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused', 2015.
- If, in consultation with the Central Bedfordshire Thresholds Framework, the level on concern sits at Level 2 or 3, an Early Help Assessment should be completed with the consent of the parent/carer - Early Help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Help Team as a multi-agency response.
- In cases where it is not possible to obtain consent from the parent/carer, the school will seek advice from the Early Help Team.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child/young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- In consultation with the Central Bedfordshire Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm, a referral will be made to the Multi Agency Safeguarding Hub.
- The parent/carer will be informed of the referral unless informing the parent may place the child/young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

29. Involving parents/carers

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about the safeguarding policy through our website.

30. **Multi-agency work**

- The school understands its role in the three safeguarding partner arrangements. Governing bodies, proprietors and the senior leadership teams, especially the designated safeguarding leads, will make themselves aware of and follow their local arrangements.
- **Houghton Conquest Lower School and Pre-school** work in partnership with other agencies in the best interests of children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to Children's Social Care. Referrals and contacts should be made by the Designated Safeguarding Lead or one of the Deputy Leads to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or duty social worker.
- We will co-operate with any child protection enquiries conducted by Children's Social Care: The school will ensure representation at appropriate inter-agency meetings such as Team Around the Family meetings, Initial and Review Child Protection Conferences, together with core group meetings.
- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child is subject to an Inter-agency Child Protection Plan, Child in Need Plan or Early Help Assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-panel such as MARAC or CHANNEL, the school will contribute to such arrangements.

31. **Responding to an allegation or concern about a member of staff**

- The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances.
- These procedures should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:
 - Behaved in a way that has harmed a child or may have harmed a child
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved in a way that indicates s/he may pose a risk of harm to children.
- Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.
- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people **immediately**.

- Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher/Principal unless the concern relates to Head Teacher/Principal. If the concern relates to the Head Teacher/Principal, it must be reported immediately to the Chair of Governors. Alternatively, concerns can be reported directly to the Local Authority Designated Officer (LADO) in Children's Social Care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Head Teacher/Principal is not available, the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns.
- Contact with the LADO should happen at the earliest possible opportunity and within 1 working day.

The LADO in Central Bedfordshire can be contacted on 0300 300 8142

- The LADO may request a referral - if this is requested, the referral will be completed and submitted within 1 working day.
- The school will engage with the LADO at all stages of the management of the allegation/concern and comply with the statutory guidance contained within Keeping Children Safe in Education (2020) and the local procedures published by the LSCB.
- In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered.
- Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with statutory duty, a referral to the Disclosure and Barring Service will be made.
- If the member of staff is engaged in teaching work, the school will, in accordance with published guidance from the Department for Education, consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.
- The school will adhere to the statutory guidance contained within Keeping Children Safe in Education (2019) with regard to record keeping, references and compromise or settlement agreements.

If a member of staff, student or volunteer has any concerns about poor, unsafe practice, or failures of the safeguarding regime, they are encouraged to raise this with the Head Teacher/Principal, Senior Leadership Team or Governing Body, following the Whistle Blowing Procedures of the school.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns

about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk. Please click [here](#) for information on the NSPCC website.

APPENDICES

Appendix 1

Signs and Indicators of Abuse and Neglect

Neglect <ul style="list-style-type: none">• Constant hunger• Poor hygiene• Constant tiredness• Poor clothing• Frequent lateness to school• Untreated medical problems• Destructive tendencies• Low self esteem• No social relationship• Running away• Compulsive stealing	Emotional <ul style="list-style-type: none">• Emotional development delays• Over-reaction to mistakes• Sudden speak disorders• Fear of new situations• Inappropriate responses• Neurotic behaviour (hair twisting, thumb sucking)• Self-mutilation• Fear of parents being contacted
Sexual <ul style="list-style-type: none">• Sexual play• Premature sexual awareness• Continual open masturbation• Reluctance to go home• Tummy pains• Lack of trust• Isolation• Eating problems	Physical <ul style="list-style-type: none">• Unexplained injuries or burns (recurrent)• Improbable excuses given to injuries• Arms and legs covered in hot weather• Reluctant to change for PE• Fear of medical help• Self-destructive tendencies• Aggression towards others

Dealing with a disclosure of abuse

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

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

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

Immediately afterwards

You must not deal with this yourself. Clear indications or a disclosure of abuse must be reported to Children's Social Care without delay, by the Head Teacher/Principal or the Designated Safeguarding Lead.

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

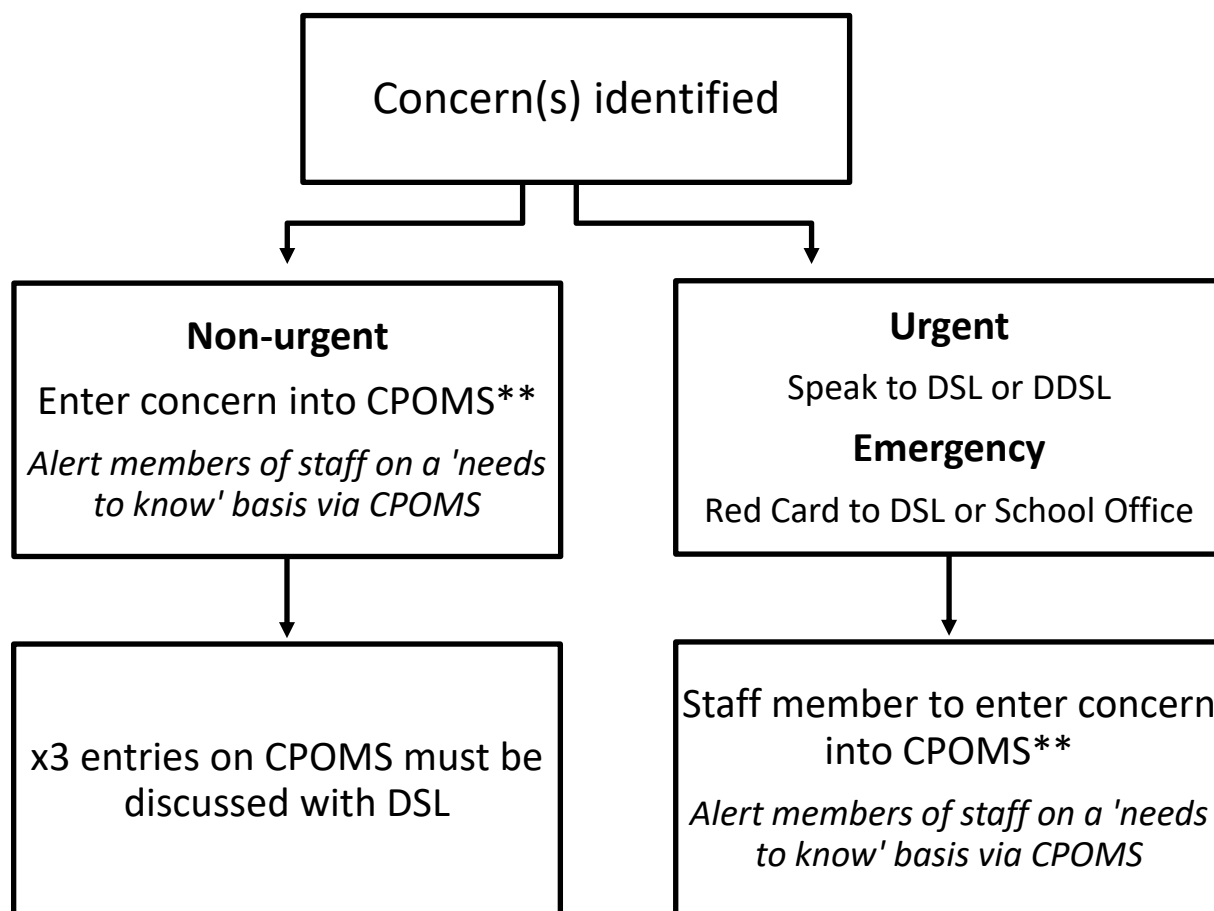
Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

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

This HM Government advice is non-statutory, and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

This guidance has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government *Information sharing guidance for practitioners and managers* published in March 2015.

Staff Guidance Flow Chart

DSL will, in discussion with other professionals (if necessary), decide on the next course of action which could include:-

Monitor; discuss with parents; refer to social care

DSL has access to children's files via secure online platform (CPOMS)

***A pupil concern form (Appendix 4 - yellow form) is available for volunteers who do not have access to CPOMS. These forms should be handed to the class teacher who will review and 'scan' into CPOMS.*



School and Pre School	Houghton Conquest
LA	Central Bedfordshire Council
Designated Safeguarding Lead	Miss J Heaslip
Deputy Designated Safeguarding Lead	Mr J Hetherington
Designated Safeguarding Governor	Mrs C Macrdechian
Designated Prevent Lead	Miss J Heaslip
On-line Safety Officer	Mrs A Allen
Local Authority Designated Officer (LADO)	Contact Number: 0300 300 8142
Designated teacher for Looked After Children	Miss J Heaslip

Child Protection Guidelines for Supply Teachers, Short Term/one off Visits/Volunteering at Houghton Conquest Lower School and Pre-School

This school has a statutory responsibility to promote safeguarding and the welfare of children. As a person working/visiting/volunteering in the school, you share this responsibility. If you become concerned that a child may have suffered abuse or are concerned about Child Protection issues, you must immediately contact the school’s designated teacher for child protection, see above. It is the responsibility of these members of staff to alert statutory agencies of your concerns if appropriate.

If you think a child is likely to make a disclosure, or a child does make a disclosure, never promise him / her confidentiality. You have a duty to refer the matter on. Listen and reassure the child. Make a record of the disclosure, and without delay, refer the matter to the designated teacher. It is important that you do not ask the child to repeat what they have told you to another member of staff. In cases where a child requires immediate medical attention, this must be sought by contacting the emergency services.

Where you have concerns, request a yellow **Classroom Individual Pupil Concerns Form** as your concern must be documented, signed and dated and passed on to the designated teacher as soon as possible. Emergency situations are referred to designated teacher immediately.

You will be expected to read the full policy as well as the behaviour policy if you are a regular visitor/volunteer or the nature of your visits changes to long term.

During your visit please refrain from using your mobile devices at all times.

Miss J Heaslip

Miss J Heaslip (Headteacher)

Mrs C Macrdechian

Mrs C Macrdechian (Designated Safeguarding Governor)

I wish to confirm that I have read and understood the above guidelines for Child Protection.

Signed **Date**

Name (please print)

Company/Reason for Visit

Classroom Individual Pupil Concerns Form

Please note some children (more likely part of CP, CIN or TAC) have their own separate recording booklet (this will be identified in a staff meeting). All correspondence (concerns/updates/emails) must be kept up to date by class teachers, office staff, DSL and DDSL.

Name of Child (inc initials)	
Person(s) reporting the concern (inc initials)	

Date	Day of Week	Time

Description of Concern – factual	
Does it involve other siblings, peers	
Action taken, by whom and when	
Parent(s) aware <input type="checkbox"/>	
Outcome	
Feedback to referrer from DSL or Deputy after 3 forms	
Signature of Person(s) reporting the concern:	Signature of DSL (if required):

Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as: ‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’
3. Extremism is defined by the Crown Prosecution Service as: ‘The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - seek to provoke others to terrorist acts;
 - encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - foster hatred which might lead to inter-community violence in the UK.’
4. There is no such thing as a “typical extremist”; those who become involved in extremist actions come from a range of backgrounds and experiences and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity crisis – the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
 - Personal crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
 - Personal circumstances – migration, local community tensions; and events affecting the child’s country or region or origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
 - Unmet aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life.
 - Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
 - Special educational needs – children may experience difficulties with social interactions, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Accessing violent extremist websites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations and
- Significant changes to appearance and/or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Prevent in Education Risk Assessment and Practice Action Plan

	Yes	No	Existing Controls	Further Action	Staff Responsible	Due Date
Does your safeguarding policy make it explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?	✓		Policy Annual staff training		Whole school and Governors	
Are the lead preventive responsibilities clearly identified in the policy?	✓		Policy		Miss J Heaslip	
Prevent Single Point of Contact (SPOC)/ Safeguarding Lead	✓		See policy		Miss J Heaslip	
Governor Safeguarding Lead	✓		See policy		Mrs C Macrdechian	
Does policy make explicit how PREVENT concerns should be reported within school?	✓		Policy Annual staff training		SLT	
Prevent and Fundamental British Values considered in curriculum planning?	✓		Annual staff training Curriculum map		SLT and teaching staff	
Does the school have clear guidance for visitors including faith related visiting speakers?	✓		Staff present in assemblies		SLT and teaching staff	
Checks for speakers/visitors to the school?	✓		Yes, DBS		SLT	
Checks for premises use by externals?	✓		Yes		SLT	

	Yes	No	Existing Controls	Further Action	Staff Responsible	Due Date
Have ALL staff received appropriate training on PREVENT such as WRAP (Workshop to Raise Awareness of PREVENT)?	✓		Yes, annual training and another scheduled this academic year.	Scheduled INSET day training.	SLT	
Does this include support staff?	✓		TA has sought additional training		SLT	
Are there provisions for new staff induction?	✓		All new teaching staff has appropriate training.		SLT	
Have governors received a governor PREVENT briefing?	✓				SLT, Governors	
Do all staff know what to do if they have a PREVENT concern and to whom to report it?	✓				SLT	
Does the online safety policy refer to the requirements of the Prevent guidance?	✓		Appropriate wording added		Miss J Heaslip	
Appropriate filtering is in place to ensure that staff and children are unable to access unauthorised or extremist websites online through school systems.	✓		Approved filtering provider and ICT specialist support.		SLT, Partnership Ed	
Protocols in place to manage the layout, access and use of any space provided for the purposes of prayer and faith facilities?	✓				Miss J Heaslip	
Clear guidance on governing the display of materials internally at the school?	✓		SLT provide advice and guidance. Learning walk check.		SLT	