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Red Kite Schools Trust

Child Protection Policy

Document History

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1.0	Annmarie McNaney	September 2021	

Date Policy Adopted & Approved by Trustees	To be approved in September 2021
Signed	
Date of last review of this policy	September 2021
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Contents

1. Contacts

This is the Child Protection Policy of Red Kite Schools Trust (RKST). **Each school in the Trust is responsible for customising those sections which are clearly identified so that the policy reflects the context of individual schools.**

School contacts

Headteacher	Daniel Atherton 01494 786608 headteacher@Watersideprimaryacademy.org
Designated Safeguarding Lead (DSL)	Daniel Atherton 01494 786608 headteacher@Watersideprimaryacademy.org
Deputy Designated Safeguarding Lead(s)	Amanda Essex 01494 786608 familysupport@Watersideprimaryacademy.org
Nominated Safeguarding Governor	Gwyneth Langley
Chair of Governors	Joanne Pearce Chair@watersideprimaryacademy.org 01494 786608

Executive Headteacher: Miss Annmarie McNaney   headteacher@cheshamgrammar.org

Chair of Trustees: Ms Sue Walton   s.walton@redkiteschoolstrust.org

Contacts in County

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981
First Response Team (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	01296 383962 Out of hours 0800 999 7677
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	01296 382070
Bucks Family Information Service Information for families on a range of issues including childcare, finances, parenting and education	01296 383065
Buckinghamshire Safeguarding Children Partnership (BSCP) Procedures, policies and practice guidelines	
Schools Web School bulletin, Safeguarding links, A-Z guide to information and services	
Buckinghamshire Council Equalities & School Improvement Manager	01296 382461

Buckinghamshire Council Prevent Co-ordinator	01296 674784
Thames Valley Police	101 (999 in case of emergency)

Other contacts

NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	020 7823 5430
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fmu@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	01494 785 552
CEOP (Child Exploitation and Online Protection)	

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance & Punctuality
- Behaviour
- Children Looked After
- Equalities
- SEN
- Health & Safety
- Supporting Students with Medical Needs
- Online Safety
- Staff Code of Conduct
- RSE
- Whistleblowing
- Safer Recruitment

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow 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 part of the safeguarding process and it refers to the procedures undertaken to protect individual children who have been identified as suffering or likely to suffer significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18

2. Introduction

2.1. At RKST we believe that a policy on child protection is founded on the right of all children to be safe. We expect all members of the school community including staff, governors, supply staff and volunteers to share this commitment. Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The aim of this policy is to provide staff, supply staff, governors and volunteers with the framework they need to keep children in RKST schools safe and secure and to provide parents and carers with the information about how we will safeguard their children whilst in our care.

This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)

- "Working Together to Safeguard Children 2018" - July 2018 Working Together To Safeguard Children July 2018

- "Keeping Children Safe in Education"- statutory guidance for schools and further education colleges - Sept 2021 Keeping Children Safe in Education 2021

- Information Sharing Guidance for Safeguarding Practitioners Information Sharing Guidance – DfE July 2018

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 Children missing education - GOV.UK

- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2015 Prevent Duty Guidance

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges – Sept 2021 Sexual Violence and Sexual Harassment between Children in Schools and Colleges

- The Equality Act - 2010 Equality Act 2010: guidance - GOV.UK

- What to do if you're worried a child is being abused - March 2015 What to do if you are worried a child is being abused

- Statutory guidance on FGM Multi-agency Statutory Guidance on Female Genital Mutilation

2.2. We believe clear governance and leadership is central to embedding a safeguarding culture. The Trustees take their responsibility seriously under **section 157 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and

support those children who are suffering harm or whom may be at risk of harm. Governors in each school will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education, Sept 2021**.

2.3. All staff are required to read and adhere to the **Staff Code of Conduct**.

2.4. We recognise that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation outside their homes and from other children. Staff must remain vigilant and alert to these potential risks.

2.5. The aims of this policy are:

2.5.1. To provide an environment in which children feel safe, secure, valued and respected.

2.5.2. Children feel confident that they can talk to adults within school to share any concerns that they may have.

2.5.3. To ensure all teaching staff, non-teaching staff, supply staff, trustees, governors and volunteers:

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for early support
- promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need
- are trained to recognise signs and indicators of abuse.

2.5.4. For all staff to recognise that safeguarding and promoting the welfare of children is defined as:

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

2.5.5. To provide systematic means of monitoring children known to be, or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

2.5.6. To ensure we have a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

2.5.7. To ensure there are robust systems in place to accurately record safeguarding and child protection concerns.

2.5.8. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our schools.

2.5.9. To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

2.5.10. To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

2.5.11. This policy is published on the RKST website and on that of each school, and hard copies are available from each school's office.

3. Responsibilities

3.1. All staff, supply staff, volunteers, visitors, turstees, governors and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately to Daniel Atherton (Designated Safeguarding Lead; (DSL) or, in their absence, to Amanda Essex (Deputy DSL). In the absence of either of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity.

3.2 Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need The Continuum of Need - Buckinghamshire Safeguarding Children Partnership (buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.

3.3 Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.

3.4 Staff understand vulnerability and that barriers exist when recognising abuse and neglect for children. Consider the following groups who may have increased vulnerability:

➢ Young carers

➢ Children with SEND

➢ Children living with domestic abuse

➢ Children whose parents suffer with poor mental health, including substance misuse

➢ Criminal exploitation, including sexual exploitation, radicalisation and gang involvement

➢ Look after children and previously look after children

➢ Children who have a social worker

➢ Privately fostered children

➢ Asylum seekers

➢ So-called Honour Based Violence, including FGM and forced marriage

➢ Children who frequently go missing or whose attendance is a concern

➢ Children who are part of the LGBTQ group or who are exploring gender identification

➢ Children who are at risk of discrimination due to faith and belief, race or ethnicity.

3.5 Under the Trust's Scheme of Delegation, Trustees are accountable for safeguarding. Trustees must:

3.5.1 ensure that they comply with their safeguarding duties under legislation, undertaking training as appropriate;

3.5.2 ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR;

3.5.3 have regard to this guidance to ensure that the Trust policies, procedures and training are effective and comply with the law at all times and are reviewed annually.

3.5.4 Regularly monitor and evaluate the effectiveness of this Child Protection Policy.

3.5.5 Ensure safe and effective recruitment policies and disciplinary procedures are in place.

3.6 Under the Trust's Scheme of Delegation, the Executive Headteacher is responsible for safeguarding. The Executive Headteacher is responsible for ensuring the following protocol.

3.6.1 A full report is made to the Board of Trustees regarding safeguarding in the Trust's schools at least annually.

3.6.2 The Headteacher in each school has a clear overview of the Trust's Child Protection Policy and that procedures are implemented, followed and, where appropriate, required records are kept;

3.6.3 Effective steps are taken, in accordance with the appropriate policies and procedures, in the event that the Trust receives any safeguarding complaints or concerns.

3.7 The Governing Body understands and fulfils its safeguarding responsibilities under the Trust's scheme of delegation. It must:

3.7.1 Ensure that the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.

3.7.2 Ensure that this policy is customised to reflect the unique features of its school community and the needs of the pupils attending. This policy will be reviewed at least annually.

3.7.3 Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The Headteacher has overall responsibility for safeguarding within the school. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions.

3.7.4 Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

3.7.5 Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

3.7.6 Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be

taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools). Ensure that through curriculum content and delivery children understand to keep themselves safe.

3.7.7 Ensure that school is following the statutory RSE guidance – Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

3.7.8 Ensure safe and effective recruitment policies and disciplinary procedures are in place.

3.7.9 Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the education Safeguarding Advisory Service at Buckinghamshire Council and with the Executive Headteacher.

3.8 It is the duty of the Executive Headteacher (the Chair of Governors must inform the Executive Headteacher if made aware of any allegations via the Headteacher) to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

3.9 Each local governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. The guidance in Part four of Keeping Children Safe in Education 2021 must be followed if there were any such concerns. Keeping Children Safe in Education 2021

3.10 Each local governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

3.11 Each local governing body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with Buckinghamshire Safeguarding Children Partnership procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

3.11.1 Work with the DSL to produce the Child Protection Policy annually.

3.11.2 Undertake appropriate safeguarding training, to include Prevent training.

3.11.3 Ensure child protection is regularly discussed at Governing Body meetings`

3.11.4 Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record.

3.11.5 Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

Inspecting safeguarding in early years, education and skills settings

Education inspection framework (EIF) - GOV.UK (www.gov.uk)

3.12. Trustees and governors must complete safeguarding training on appointment, to also include Prevent training and must read KCSIE in its entirety.

3.13. Each local governing body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.14. Each school's Designated Safeguarding Lead (DSL) is responsible for:

3.14.1. Creating a culture of safeguarding within the school, where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

3.14.2. Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

3.14.3. Ensuring referrals to partner agencies are followed up in writing, including referrals to First Response.

3.14.4. Establishing a safe and secure system for recording and recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.

3.14.5. Ensuring all child protection files are held separately from pupils' educational records.

3.14.6. Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.

3.14.7. Being the designated point of contact for staff to be able to discuss and share their concerns.

3.14.8. Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised. Having responsibility to ensure that cover is arranged outside of term-time during working hours.

3.14.9. During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.

3.14.10. Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.

3.14.11. Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Local Governing Body, detailing how the school delivers on its safeguarding responsibilities and any child protection issues within the school. The Local Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.

3.14.12. Meeting at least once a term with the school's Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure.

3.14.13. Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.

3.14.14. Referring immediately to the Police, using the guidance, When to call the police, 2491596 C&YP schools guides.indd (npcc.police.uk), for any cases where a criminal offence may have been committed or risk of harm is imminent.

4. Procedures

4.1. Procedures in all Trust schools for all staff, supply staff, trustees, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and Buckinghamshire Safeguarding Children Partnership safeguarding procedures, **"Working Together to Safeguard Children 2018"** Working Together to Safeguard Children 2018, **"Keeping Children Safe in Education 2021"** Keeping children safe in education 2021 (publishing.service.gov.uk) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk).

At Waterside Primary Academy, there are some specific safeguarding needs as you would expect in a primary school. For example, we have children with special educational needs, including those with language barriers. As part of our culture of safeguarding, we ensure the voices of these children are heard through our curriculum subjects and via interventions and one to ones with their allocated key worker. Furthermore, we have a small travelling community, which we ensure we speak to regularly via site visits and through working with the Buckinghamshire County Council's Traveller representative, Karen Ross.

Each local governing body will ensure:

4.2. There is a designated member of the Senior Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. The Designated Safeguarding Lead (DSL) will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.

4.3. There are Deputy Safeguarding Leads who will act in the DSL's absence and who have also received training for the role of DSL. In the absence of an appropriately trained member of staff, the most senior member of staff on site will assume this role.

4.4. All adults (including supply teachers, volunteers and contractors) new to our schools are made aware of the Trust's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under **"Keeping Children Safe in Education 2021"** Keeping children safe in education 2021 (publishing.service.gov.uk) and the booklet **"What to do if You're Worried a Child is Being Abused"** Stat guidance template (publishing.service.gov.uk) . They will have these explained, as part of their

induction into the school.

4.5. Visitors to any of the schools must be:

- Clearly identified with visitor/contractor passes (traffic light lanyard system based on DBS status).
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff via our V-Pass visitor management system. All visitors wear the lanyard and the photo ID sticker at all times whilst on site.
- Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern upon arrival on site
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.

4.6. All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year.

4.7. All parents/carers must be made aware of the Trust's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
- Staff must make a written report using the school record keeping process;
- All concerns are logged via our online Safeguard System. Paper forms are available for those who do not access to these. These are available from the DSLs and the school office. Further information ius located in the visitor leaflet.
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map to record any injuries seen or reported by the child:
- Staff must sign and date the report giving details of their role within school;
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved on the Safeguard system.
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

4.8. Each school has an **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. If a child is unwell or otherwise unable to attend school, the school office must be informed via a phonecall before 9am. For further information, please see our Attendance and punctuality policy.

4.9. All children attending one of our schools are required to have a minimum of two identified emergency contacts.

4.10. Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.

4.11. Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

4.12. Parents/carers must inform school if there are any changes to a pupil's living arrangement. Each school has a mandatory duty to inform the local authority, via the First Response Team, if a child under the age of 16 years old lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

4.13. All staff, parents/carers and children are made aware of the school's escalation process, via the school's and trust's website and through regular home and school communication which can be activated in the event of concerns not being resolved after the first point of contact.

4.14. A school's lettings policy must reflect the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up to date **Child Protection Policy** of any organisation hiring the school's facilities.

4.15. The Trust operates **Safer Recruitment** practices.

4.16. Allegations against members of staff, supply staff, trustees, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

4.17. RKST procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

5. Record-Keeping and Retention of Records

5.1. When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, the school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with the Trust's **Record Keeping Policy** and **Data Protection Legislation.**

5.2. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

5.3. There is a statutory requirement for a school to pass any child protection records to the pupil's next school. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method.

5.4. The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at the school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.

5.5. Each school must have a robust system for reviewing archived information held. Files must be stored and disposed of in line with GDPR protocols.

6. Confidentiality

6.1 RKST recognise that all matters relating to child protection are confidential.

6.2 The Headteacher or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need to know basis.

6.3. Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.

6.4. All Trust staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

6.5. Schools will always undertake to share their intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, the school will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns in line with **'Working Together'**.

7. Dealing with a disclosure

In the event of a child disclosing abuse staff must:

7.1. Listen to the child, allowing the child to tell what has happened in their own way, and at their own pace. Staff must not interrupt a child who is freely recalling significant events.

7.2. Remain calm. Be reassuring and supportive, endeavouring to not respond emotionally.

7.3. Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

7.4. Make an accurate record of what they have seen/heard using our online Safeguard recording system; times, dates or locations mentioned, using as many words and expressions used by the child, as possible.

Staff must not substitute anatomically correct names for body part names used by the child.

7.5. Reassure the child that they did the right thing in telling someone. Do not tell them they should have told you sooner.

7.6. Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

7.7. In the unlikely event the DSL and deputy DSL not being available, staff are aware they must share concerns with the most senior member of staff.

7.8. If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.

7.9. The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

7.10. Following a report of concerns the DSL must:

7.10.1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When to call the police, 2491596 C&YP schools guides.indd (npcc.police.uk). The rationale for this decision should be recorded by the DSL.

7.10.2. The school should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

7.10.3. If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

7.10.4. If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.

7.10.5. If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

8. Multi-agency working

8.1. Each Trust school knows what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

8.2. When named as a relevant agency and involved in safeguarding arrangements, the school will co-operate alongside other agencies with the published arrangements.

8.3. The school will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

8.4. The school will allow access for and work with children's social care to conduct or consider whether to conduct as section17 or section 47 assessment.

9. Supporting Staff

9.1. We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

9.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate. Staff could also contact the Educational Support Partnership 0800 0562561

10. Allegations against staff, supply staff, volunteers and contractors (including Governors or Trustees)

10.1. RKST has its own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

10.2. KCSIE 2021- Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. allegations that may meet the harms threshold

2. allegations/concerns that do not meet the harms threshold- referred to for the purpose of this guidance as 'low level concerns'.

10.3 All Trust staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

10.4 We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed, who must inform the Executive Headteacher. If the allegation is made against the Executive Headteacher, the Chair of Trustees must be informed who will inform LADO.

10.5 At RKST, we recognise that an allegation may be made if a member of staff, a member of supply staff, a volunteer or a contractor 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
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

10.6. The Headteacher/Senior Teacher on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

10.7. The Head Teacher/Senior Teacher must:

10.7.1. Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, volunteers and contractors within the workplace.

10.7.2. Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

10.7.3. Ensure feedback is provided to the LADO about the outcome of any internal investigations.

10.8. All schools will follow the local safeguarding procedures for managing allegations against staff, supply staff, volunteers and contractors, a copy of which can be found in (add location within your school).

10.9. If the allegation is made against a member of staff supplied by an external agency, the agency will be fully kept fully informed and involved in any enquiries from the LADO.

10.10. Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

10.11. If a suspension is made, restrictions will apply to all staff, supply staff, volunteers and contractors regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.

10.12. Any lettings agreement for other users must require that the organiser will follow the Trust procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

10.13. Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

11. Whistleblowing

11.1. We have a Trust **Whistleblowing Policy** which can be found on the Trust's website. Staff are required to familiarise themselves with this document during their induction period.

11.2. All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to their Headteacher or Chair of Governors.

11.3. Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistleblowing Policy.

11.4. The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0800 800 5000

12. Physical intervention/Positive handling

Each school's policy on positive handling by staff is set out separately, as part of its **Behaviour Policy** and also on a separate Positive Handling Polcy. These are also available on our school's website.

13. Anti-Bullying

Anti-Bullying is referenced within each school's **Anti-bullying or Behaviour Policy** and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

14. Discriminatory Incidents

In line with the **Equalities Act 2010**, the **Equalities Policy** in each school addresses all forms of discriminatory incidents.

Bullying of any kind is unacceptable. If it does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

15. Health and Safety

15.1. The Trust recognises the importance of safeguarding pupils throughout the school day. Our **Health and Safety template and school Heath and Safety Policies** reflect the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

15.2. Part of the safeguarding measures we have in place include the safe dropping off and collection of pupils at the start and end of the school day. Further information about thjis can be found on our drop off and collection policy.

15.3. Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task.

15.4. We also offer extended provision including wraparound care and extra curricular activities. Information about these services and the safe drop off and collection procedures are also available on our Drop-off and collection policy.

15.5. In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

16.   Prevent Duty

16.1. We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.

16.2. All school staff and governors have completed Prevent training.

16.3. We have in place and monitor appropriate web filtering systems.

16.4. The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: Revised Prevent duty guidance: for England and Wales - GOV.UK (www.gov.uk)

16.5. In view of the emergence of new extremist groups and ideologies, and in order to support our culture of vigilance, staff will be updated about new movements, ideas or risks that may present themselves to students.

17.   Online Safety

All staff are aware of their school policy for **Online-Safety** which sets out our expectations relating to:

➢   Creating a safer online learning environment,
➢   Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
➢   Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
➢   Use of camera equipment, including smart phones.
➢   What steps to take if there are concerns and where to go for help.
➢   Staff use of social media as set out in the **Staff Code of Conduct**.

17.1. Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

17.2. Our schools are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

17.3. Pupils, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by pupils
- their CONDUCT on-line
- who they have CONTACT within the digital world
- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

17.4. The school have online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material.

17.5. The school will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

17.6. Each school will have a policy which sets out the acceptable use of mobile technologies by pupils whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

17.7. Visitors to any Trust school are respectfully requested to turn all mobile devices off.

17.8. Staff use of mobile technology whilst on any RKST site is set out in the **Staff Code of Conduct.**

All staff receive awareness training in order to understand the risks children are exposed to.

18.   Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

Sharing nudes and semi-nudes

18.1. Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

18.2. Any youth produced sexual imagery disclosures will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in: Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk) produced by the UK Council for Internet Safety.

18.3. If the incident meets the threshold it may be necessary to refer to the police in a timely manner.

19.   Peer on Peer Abuse

19.1. RKST believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via peer on peer abuse.

19.2. All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'. Staff should recognise that some safeguarding concerns can occur via peer on peer abuse and this abuse can cause both significant physical and emotional harm.

19.3. All staff recognise that peer on peer issues may include, but may not be limited to:

➢ Bullying (including cyber bullying)
➢ Racial abuse
➢ Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
➢ Sexual violence and sexual harassment
➢ Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
➢ Abuse related to sexual orientation or identity
➢ Sending nude or semi-nude images (consensual & non-consensual)
➢ Upskirting and initiation/hazing type violence and rituals
➢ Emotional abuse
➢ Abuse within intimate partner relationships

19.4. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe.

19.5. The following will be considered when dealing with incidents:

• Whether there is a large difference in power between the victim and perpetrator ie size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
• Whether the perpetrator has previously tried to harm or intimidate pupils
• Any concerns about the intentions of the alleged perpetrator
• The wishes of the victim and how they want to proceed

19.6. In order to minimise the risk of peer on peer abuse taking place, each school must:

• Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
• Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
• Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
• Have systems in place for any pupil to be able to voice concerns
• Develop robust risk assessments if appropriate
• Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

19.7. We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidents to the Headteacher, DSL or most senior member of staff.

19.8. Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education, Sept 2021** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk)](publishing.service.gov.uk)

20. Sexual Violence & Sexual Harassment

20.1. Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2021, all staff maintain an attitude of **'it could happen here'** and it is never acceptable.

20.2. All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

20.3. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

21. Cultural Issues

21.1. As a Trust we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

21.2. Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

22. So-Called 'Honour' Based Abuse

22.1. Staff at our schools understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. Mandatory reporting of female genital mutilation: procedural information - GOV.UK

22.2. Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. RKST staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmu@fco.gov.uk

22.3. We are aware of the signs of FGM Female genital mutilation (FGM) | NSPCC

22.4. We recognise both male and female pupils may be subject to honour-based abuse.

22.5. We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

22.6. Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

23. Contextual Safeguarding

23.1. Contextual Safeguarding is an approach to understanding, and responding to, children's experiences of significant harm beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and children's experiences of extra-familial abuse can undermine parent/carer-children relationships.

23.2. At RKST, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

23.3. All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

23.4. Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

23.5. In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: https://contextualsafeguarding.org.uk/

24. Serious Violence

24.1. All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

24.2. At RKST we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. Preventing youth violence and gang involvement - Practical advice for schools and colleges (publishing.service.gov.uk)

25. Domestic Abuse

25.1. The cross-government 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; and emotional.

25.2. All Trust staff are aware that children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

25.3. At RKST we are aware of the risks to children and will take appropriate measures to manage any situations arising. We will also fully engage with Operation Encompass to ensure children receive the necessary support in school.

All staff recognise that children who experience domestic abuse, including intimate partner abuse, can suffer long lasting emotional and psychological effects. Staff must report any concerns using the school's safeguarding procedures.

RKST recognises that some groups of children are potentially at greater risk of harm.

26.   Children who need a social worker (Child Protection and Child In Need Plans)

26.1. Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

26.2. Each school will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

26.3. Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker .`

27.   Mental Health

27.1. At RKST, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

27.2. Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

27.3. Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

27.4. Where there are concerns for a child's mental health the school will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

Mental health and behaviour in schools (publishing.service.gov.uk)

Our Mental Health & Wellbeing lead: Mrs Olivia Goddard –
ogoddard@watersideprimaryacademy.org

28. Use of Photography

28.1. We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. Guidelines for the use of photography in RKSY schools are set out in our **Trust Code of Conduct**.

29. Policy Review

The Trustees of RKST are responsible for ensuring that this policy is reviewed at least annually. It must be approved by Trustees annually and each school's LGB must also formally adopt it. The date the next review is due is on the front cover of this policy.

Appendix

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse
A form of abuse which 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.

Emotional Abuse
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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meets the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse
Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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 abuse. Once a child is born, neglect may involve a parent or carer failing to:

a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
b) protect a child from physical and emotional harm or danger
c) ensure adequate supervision (including the use of inadequate caregivers)
d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

Exploitation is a form of child abuse and may take a number of forms:

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved(commonly referred to as trafficking) for the purpose of exploitation.
Taken from – **"Keeping Children Safe in Education 2021".**

Home Office – Serious Violence Strategy, April 2018 (publishing.service.gov.uk)

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from **"Keeping Children Safe in Education 2021"**

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Assessment Framework

(from Working Together to Safeguard Children, July 2018)
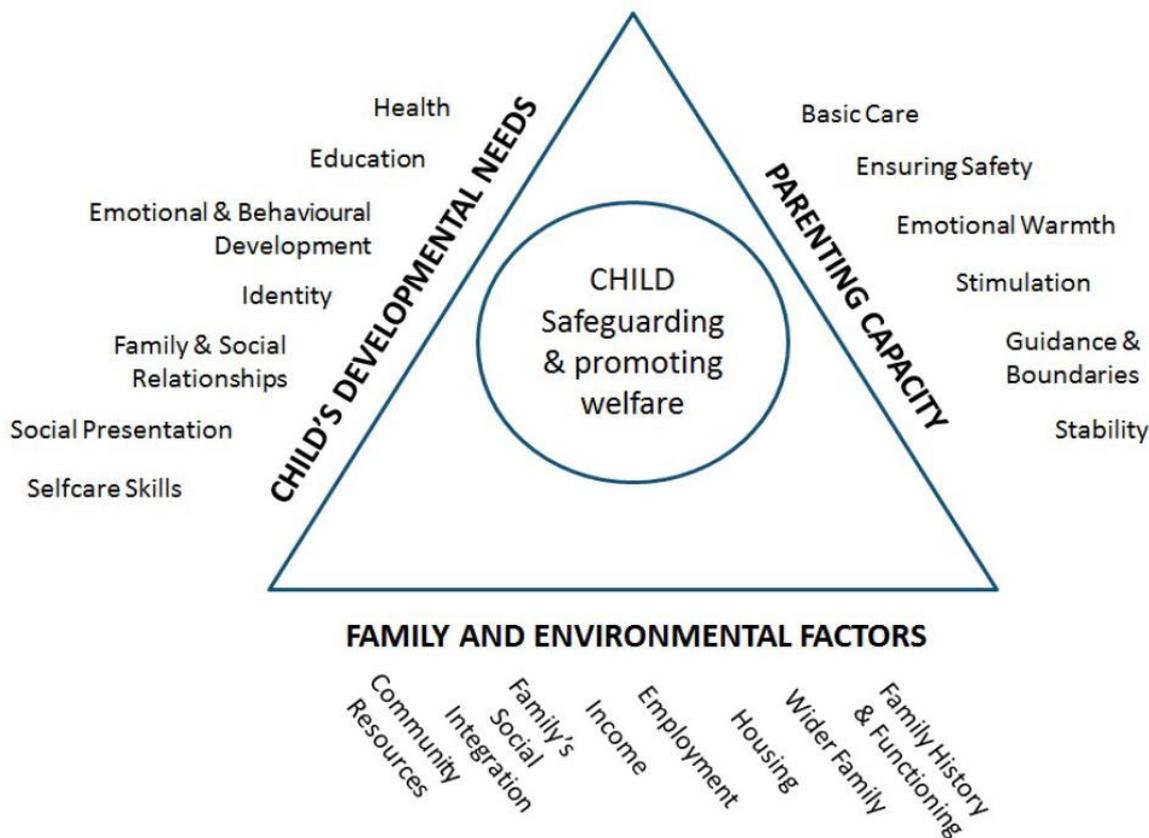
Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.