



Child Protection & Safeguarding Policy

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Any other statutory names for this policy		Date first approved	
Responsibility for this policy	Deputy Headteacher	Date last reviewed	May 2021
Committee with responsibility for its review	T&L	Frequency of review	Annually
Approval necessary	Whole Governing Body		

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1. Contacts

1.1 School Contacts

Mr Giles Scoble, Headteacher	01296 388222/226
Designated Safeguarding Lead (DSL), PREVENT facilitator:	
Mrs Harriet Queralt, Assistant Headteacher	01296 388222/324
Additional Designated Safeguarding Leads:	
Miss Amanda Bridgen, Assistant Headteacher	01296 388222/227
Mrs Caroline Wilkes, Assistant Headteacher	01296 388222/229
Mrs Lisa Westcott, Mental Health & Wellbeing Lead/Lead contact for Looked After Children ¹	01296 388222/330
Mrs Miranda Crafts, SENCo	01296 388222/282

Governors:

Mrs Helen Bush, Nominated Safeguarding Governor hbush@ahs.bucks.sch.uk

Joint Chairs of Governors

hbush@ahs.bucks.sch.uk
kweir@ahs.bucks.sch.uk

1.2 County Contacts

<u>The Buckinghamshire Safeguarding Children's Partnership</u>	01296 387146
offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	
<u>Local Authority Designated Officer (LADO)</u>	01296 382070
The LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with C/YP in Buckinghamshire on either a paid or voluntary basis.	
<u>Early Help</u> is provided by the Family Support Service	
See the <u>Bucks Early Help Strategy</u> and the <u>Bucks Family Information Service</u>	01296 383065
First Response Team	01296 383962
The First Response Team process all new referrals to social care, including C/YP 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.	080 999 7677 (out of hours)
Thames Valley Police	101 (999 in case of emergency)
<u>Schools Web</u>	01296 383962
School bulletin, safeguarding links, A-Z guide to information and services	
Bucks Council Equalities & School Improvement Manager	01296 382461
Bucks Council Prevent Coordinator	01296 674784

1.3 Other Contacts

NSPCC	0800 800 5000
Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm)	020 7823 5430

¹ Mrs Queralt is the Designated Person for LAC but Mrs Westcott is the lead contact

Female Genital Mutilation Helpline (NSPCC)	0800 028 3550
fgmhelp@nspcc.org.uk	
Samaritans	116 123
Child Exploitation and Online Protection (CEOP)	
Forced Marriages Unit - Foreign and Commonwealth Office	020 7008 0151
Channel /Prevent/Protect	01494 421371
Crimestoppers	0800 555 111
R U Safe? (Barnados, Child Sexual Exploitation Service)	01494 785 552

This policy should be read in conjunction with the following documents

- Anti-bullying Strategy
- Attendance Policy
- Behaviour & Exclusions Policy
- Equality, Diversity and Community Cohesion Policy
- Hire of School Premises Policy
- SEND Policy
- Health & Safety Policy
- E-Safety (including use of social media)
- Staff Code of Conduct
- RSE Policy
- Whistleblowing Policy
- Supporting Students with Medical Needs Policy
- Remote Learning Policy

2. Introduction

2.1 At Aylesbury High School (AHS) we believe that a policy on child protection is founded on the right of all children and young people (C/YP) to be safe and feel safe, and that it is the fundamental obligation on all schools to robustly secure this right. The aim of this policy is to provide staff² and governors with the framework they need to keep C/YP at AHS safe and secure and to provide parents³ with the information about how we will safeguard their children whilst in our care. This policy has been developed in accordance with the principles established by the Children's Acts 1989 and 2004 and in line with the following:

- 'Working Together to Safeguard Children 2018'
- 'Keeping Children Safe in Education'- statutory guidance for schools and further education colleges, September 2020
- Information Sharing Guidance for Safeguarding Practitioners Information Sharing Guidance – DfE July 2018
- Children Missing Education; Statutory Guidance for Local Authorities, September 2016
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act 2015
- Sexual Violence and Sexual Harassment between Children in schools and colleges, May 2018
- The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC)
- 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

² Staff covers ALL adult staff on site, including temporary, supply and ancillary staff and volunteers working with C/YP

³ Parent(s) implies parent(s) and/or carers(s)

- 2.2** We believe clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard⁴ and promote the welfare of C/YP and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those C/YP who are suffering harm or whose welfare may be in question. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to part 1, part 5 and Annex A of Keeping Children Safe in Education, September 2020 and have an auditable system, Safeguard, in place to evidence this. In addition, all staff are required to read and adhere to the Staff Code of Conduct which governs behaviours expected of them, as well as having an understanding of both the Behaviour and Exclusion and Attendance Policies.
- 2.3** We recognise that all staff and governors have a full and active part to play in protecting our C/YP from harm, actively promoting their welfare and that every C/YP's welfare is our paramount concern. Each member of staff is responsible for contributing to a positive culture of safeguarding at AHS. See Section 3 below.
- 2.4** All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual C/YP.
- 2.5** The School recognises that as well as threats to the welfare of C/YP from within their families, C/YP may be vulnerable to abuse or exploitation outside their homes and from other C/YP; staff will remain vigilant and alert to these potential risks.
- 2.6** The aims of this policy are:
- To support the development of C/YP in ways that will foster security, confidence and resilience, free from discrimination.
 - To provide an environment in which C/YP feel safe, secure, valued and respected and feel confident in which adults to approach and how, if they are in difficulties.
 - To ensure all teaching and non-teaching staff are aware of the need to safeguard and promote the wellbeing of C/YP; identifying the need for support early to promote well-being and trained to recognise signs and indicators of potential abuse and promptly reporting cases of actual or suspected abuse.
 - To underpin a structured procedure within the school, which will be promptly followed by all members of the school community in cases of suspected abuse.
 - To provide a systematic means of monitoring C/YP known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those C/YP.
 - To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding C/YP, ensuring staff know how and when to share information to protect C/YP in a way that is legal, ethical and timely.
 - To ensure our school has a clear system for communicating concerns and a model for open communication between students, teachers, parents and other adults working with C/YP.
 - To ensure the school has robust systems in place which accurately record safeguarding and C/YP protection concerns, which are clearly understood by staff and adhered to. Action taken to address concerns and outcomes achieved are dealt with in a timely manner, clearly and accurately recorded and securely stored.
 - To develop effective working relationships, guided by the BSCB Threshold document, with all other agencies involved in safeguarding and promoting the needs of C/YP at our school.
 - To ensure that all staff appointed within our school, have been through the safer recruitment process and understand the principles of safer working practices as set out in our Staff Code of Conduct, which stipulates their duty to challenge and report where behaviours of

⁴ Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean 'All agencies working with C/YP and their families take all reasonable measures to ensure that the risk of harm to C/YP welfare are minimised' and 'where there are concerns about C/YP welfare, all agencies take all appropriate actions to address those concerns, working to agree local policies and procedures in full partnership with other agencies'

colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding in our school.

- To provide clarity to other community users of our facilities with regard to our expectations of how they should maintain a safe environment which supports C/YPs' welfare and development. We reserve the right to decline access to use the school facilities where we believe their practice is not aligned with this policy.
- This policy is published on our website, under [key information and policies](#).

2.7 We recognise that both mental and physical health are relevant to safeguarding and the welfare of CYP.

3 Responsibilities

3.1 All staff and visitors at our school understand that safeguarding C/YP is everyone's responsibility and that they must be diligent to help secure C/YPs safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to the DSL, Harriet Queralt, or in her absence, to one of the additional DSLs using the systems and processes our school has designed for this purpose. Staff understand that if there is an immediate risk of harm, and the DSL Team is not available, then they call the police (staff should refer to NPCC- When to call the police) or First Response directly and update the DSL at the earliest opportunity (see flow chart in Appendix A).

3.2 Our school staff:

- Must be aware of the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment. Staff at AHS are a key part of the early help process, as well as other professionals and services as laid out in the Early Help Strategy
- Must maintain a good working knowledge of the Buckinghamshire Continuum of Need Document and any updates, how it can be used to safeguard and promote the wellbeing of C/YP and how it can be used to inform decision making regarding a referral to-First Response as soon as there is a significant concern.
- Understand that the most common reason for C/YP becoming looked after is as a result of abuse and/or neglect and that previously looked after C/YP remain vulnerable.
- Have the skills, knowledge and understanding to keep both looked after and previously looked after C/YP safe.
- Understand increased vulnerability and that barriers exist when recognising abuse and neglect for C/YP with Special Educational Needs or Disabilities. We recognise that pupils with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - Pupils being more prone to peer group isolation than other pupils
 - The potential for pupils with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in overcoming these barriers.

3.3 The Governing Body understands and fulfils its safeguarding responsibilities. It must ensure that:

- The Headteacher and DSL Team create and maintain a strong, positive culture of safeguarding within the school.
- This policy reflects the unique features of the community we serve and the needs of the C/YP attending our provision. This will be reviewed at least annually in line with changes to guidance and legislation and guidance from the OFSTED framework.
- This policy is regularly monitored, reviewed and evaluated for effectiveness and to be satisfied that it is being complied with.

- There is a DSL, who is a member of the leadership team and has the required level of authority to act to safeguard C/YP at the school.
- At least one additional DSL is in place.
- The Headteacher has overall responsibility for safeguarding within the school; they can be the DSL or delegate the work to a member of the Leadership Team (LT). The DSL (if not the Headteacher) must report to the Headteacher on a regular basis.
- They recognise the importance of the role of the DSL, ensuring they have sufficient time, training skills and resources, as necessary 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.
- Measures are in place for them to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced.
- Robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or as a result of procedures not being followed.
- They recognise the vital contribution that the school can make in helping C/YP to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the L4L curriculum and relevant issues through the Relationships and Sex Education.
- Through curriculum content and delivery C/YP in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.
- Safe and effective recruitment policies and disciplinary procedures are in place, which adhere to Keeping Children Safe in Education, September 2020 and legislation referred to therein.
- Resources are allocated, as a priority, to meet the needs of C/YP requiring child protection or early intervention.
- The DSL Team shares sensitive and personal information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a C/YP in a timely manner.
- The DSL completes an Annual Safeguarding Report for Governors, demonstrating how the school is meeting its statutory responsibilities for safeguarding and promoting the welfare of C/YP, ensuring a copy of this report is shared with the ESAS within the specified time frame.
- A named teacher is designated for Children Looked After (CLA) and that an up to date list of C/YP who are subject to a Care Order or are accommodated by Buckinghamshire Council is regularly reviewed and updated. The school will work with the Virtual Schools' Team to support the educational attainment for CLA.
- All governors complete safeguarding training on appointment, to also include Prevent training.
- They appoint a Nominated Governor for Child Protection. 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:
 - Undertake appropriate safeguarding training, to include Prevent training.
 - Work with the DSL to produce the Child Protection and Safeguarding Policy.
 - Ensure that child protection is, as a minimum, a standing agenda item for the Governing Body.
 - 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.

3.4 It is the duty of the Joint Chairs of Governors 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 /student/parents should escalate concerns directly to the LADO via First Response.

3.5 Overall responsibility for the safeguarding of C/YP remains with the Headteacher, although tasks may be delegated to other members of the team, including the nominated DSL, if appropriate. We have a DSL who is responsible for:

- Creating a culture of safeguarding within the school, where C/YP are protected from harm. Ensuring all staff receive an appropriate level of induction and training to support them to be professionally curious and vigilant in order to question behaviours and challenge perceptions if they have a concern about C/YP.
- Ensuring C/YP receive the right help at the right time using the Buckinghamshire Continuum of Need document to inform plans for support or protection. (See Appendix A for definitions of the categories of abuse).
- Ensure referrals to partner agencies are followed up in writing within 24 hours of initial contact, including referrals to First Response.
- Establishing and embedding a policy and process for recording and storing information about child protection concerns and outcomes achieved, enabling records to be reviewed and an overview gained, to support timely interventions and allowing prompt follow up, if it is felt the needs of the student are not being met. This includes use of the Escalation Process found on the BSCB website.
- Ensuring that safeguarding records, legislation and guidance are up to date and maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential.
- Sharing information, both internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the Data Protection and Confidentiality Policy.
- Ensuring that all child protection records are held separately from student records, in Safeguard, with a chronology.
- Maintaining the record of staff safeguarding training. Ensuring that the most up to date Child Protection Policy is widely available on the AHS website, publishing the Safeguarding Statement and other relevant information on the school website.
- Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In her absence, the DSL will ensure that a member of the DSL team, or most senior member of staff, is available (the DSL and her DSL Team are all trained to the same level at AHS).
- Being available or ensuring a member of the DSL team is available, in their absence, to staff during school hours and term time for consultation and advice on safeguarding concerns raised.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact to raise safeguarding concerns.
- Contributing effectively to multi-agency working for the purpose of safeguarding and promoting the welfare of students, participating in strategy discussions and attending Child Protection Case Conferences, submitting reports to the conference, which will be shared in advance, with the parents. Contributing effectively to core group meetings, or other multi-agency planning meetings and contributing to the Framework for Assessments process.
- Ensuring DSL coverage is available at all times during the year.
- Providing the Headteacher with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.

- Meeting termly with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in policy or procedures.
- 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.
- Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.
- Promoting educational outcomes by sharing necessary sensitive information about the welfare, safeguarding and child protection issues the C/YP, including those with a social worker, are experiencing, or have experienced, with appropriate staff.
- Ensuring staff know who the C/YP above are, to support staff in identifying the challenges that C/YP might face and the additional academic support and adjustments that they could make to best support them.
- Ensuring mandatory RSE is taught from September 2020

4. Procedures

Our school procedures for safeguarding and protecting C/YP from harm are in line with Buckinghamshire Safeguarding Children Partnership safeguarding procedures. *Working Together to Safeguard Children, 2018* and *Keeping Children Safe in Education, 2020* and statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

4.1 We will ensure that:

- We have a designated member of the Leadership Team who has undertaken appropriate training for the role, as recommended by the BSCP. Our DSL will be required to update their training in accordance with the Learning Pathway agreed by the BSCP.
- We have members of staff who will act in the DSL's absence who have also received training for the role of DSL and who will have been briefed in the role. In the absence of an appropriately trained member of staff, the most senior member of staff will assume this role.
- All adults (including supply teachers) new to our school will be made aware of the school'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 2020* and the booklet 'What to do if you're worried a child is being abused'. They will have this explained, as part of their induction into the school.
- Visitors are:
 - Clearly identified with visitor/contractor passes
 - Met and directed by school staff/representatives
 - Signed in and out of the school by school staff
 - Given safeguarding information on the back of the lanyard to be worn
 - Escorted by a member of staff/representative as required
 - Given access to students restricted to the purpose of their visit
- 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.
- All parents must be made aware of the school's responsibilities in regard to child protection procedures through this Policy which is available on our website.
- All staff must follow the reporting procedures, as follows, when reporting any child protection concerns:
 - Staff must ensure the C/YP is in a safe place and in receipt of support.
 - Staff must initially make a verbal report to the DSL (or a member of the DSL Team) to alert them to the safeguarding/child protection concern.

- Staff must then follow this up, by making a written report on **Safeguard**⁵.
- Staff must record a factual account of the incident including:
 - the **time and date**
 - **who** was involved
 - **what** was said/seen/heard
 - **where** it took place
 - any actual words or phrases used by the C/YP
 - any preceding information which may have prompted the event
 - any injuries seen or reported by the C/YP recorded on the Safeguard body map
- Safeguard will automatically record the name of the member of staff making the report and the date of submission.
- The DSL (or DSL Team) will then record on Safeguard what action was taken alongside any outcomes achieved.
- Through our Attendance Policy, we have a robust system for monitoring attendance and will act to address absenteeism with parents and students promptly to identify any safeguarding issues arising.
- All C/YP attending our school are required to have a minimum of two identified emergency contacts.
- Any student absent for ten school days, where it has not been possible to make contact with a parent, will be reported as a Child Missing in Education using the Buckinghamshire CME Protocol.
- Any absence, without satisfactory explanation, of a student currently subject to a child protection plan or child in need plan is immediately referred to their social worker.
- Parents must inform school if there are any changes to where a student will be living. School has a mandatory duty to inform the LA via the First Response Team, if a C/YP under the age of 16 years, 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.
- Our Hire of School Premises Policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with C/YP on school sites at any time. The School will work with hirers associated with C/YP to drive up safeguarding standards, and will ask for evidence from such hires that safeguarding processes and procedures are in place.
- The school operates Safe Recruitment practices including ascertaining the suitability of volunteers and supply and employed staff, both employed directly or via an agency who are working in regulated activities.
- Allegations against members of staff are referred to the LADO, if the allegation meets their threshold criteria.
- Our procedures are reviewed and updated annually as a minimum, or as there are changes in legislation.

5 Retention of Records

- 5.1** When a disclosure of abuse or an allegation against a member of staff has been made, our school will have a record of this. These records will be maintained in a way that is confidential and secure, in accordance with our Data Protection and Confidentiality Policy.
- 5.2** There is a statutory requirement for our school to pass any child protection records to the child's next school. We are required to have an auditable system in place to evidence we have done so.

⁵ Safeguard is a secure electronic application for recording, monitoring and auditing safeguarding and child protection related matters

Any transfer of records will be carried out using a secure method and will be sent separately to the student's general file.

- 5.3** If we are the last statutory school for a student, we will maintain their child protection file until they reach the age of 25 years. If the transfer school is unknown, or a student is going to be electively home educated, any child protection files will remain at AHS in a secure location. Child protection files will only be destroyed when the student reaches their 25th birthday.
- 5.4** We have a robust system for reviewing our archived information held. Our paper or electronic files are stored and disposed of in line with GDPR protocols.

6 Confidentiality

- 6.1** We recognise that all matters relating to child protection are confidential.
- 6.2** The Headteacher or DSL must only disclose personal information about a student 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 will be reported to the DSL and securely stored in the designated location within the school, separate from the student records. Provision is in place for the information to be accessed, in the absence of the DSL, or in an emergency.
- 6.4** All staff must be aware that they cannot promise a C/YP to keep secrets which might compromise the C/YP safety or well-being or that of another. Staff must however reassure the student that information will only be shared with those people who will be able to help them and therefore need to know.
- 6.5** We will always undertake to share our intention to refer to Social Care (First Response) with their parent's consent, unless to do so could put the C/YP at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information for the purposes of keeping CYP safe.

7 Dealing with a disclosure

- 7.1** In the event of a C/YP disclosing abuse staff must:
- Listen to the C/YP. Allow the C/YP to tell what has happened in their own way, and at their own pace. Staff will not interrupt a C/YP who is freely recalling significant events.
 - Remain calm. Be reassuring and supportive but endeavour not to respond emotionally.
 - Not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the C/YP 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.
 - Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the C/YP as possible. Staff must not substitute anatomically correct names for body part names used by the C/YP.
 - Reassure the C/YP that they did the right thing in telling someone.
 - Explain to the C/YP what will happen next and the need for the information to be shared with the DSL.
 - In the unlikely event of the DSL or a member of the DSL team not being available, staff are aware they must share concerns with the most senior member of staff or ring First Response for advice. **If there is immediate risk of harm to a C/YP, staff will NOT DELAY, and will ring 999.** Staff should refer to *NPCC- When to call the police*.
 - The C/YP will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.
- 7.2** Following a report of concerns the DSL must:
- 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. The rationale for this decision should be recorded by the DSL.

- Normally the school should try to discuss any concerns about a C/YPs welfare with parents 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 C/YP at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the C/YPs family, the DSL should clarify with First Response or the police whether the parents 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 C/YPs views should also be taken into account.
- If there are grounds to suspect a C/YP is suffering or is likely to suffer significant harm, the DSL (or member of the DSL Team) must contact First Response by telephone in the first instance and then completing the Multi Agency Referral Form (MARF) making a clear statement of:
 - the known facts
 - any suspicions or allegations
 - whether or not there has been any contact with the C/YPs family
- If the C/YP 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.
- If a C/YP needs urgent medical attention, the DSL (or DSL Team) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents.

8. Multi-agency working

- 8.1** AHS has a pivotal role to play in multi-agency safeguarding arrangements. The Safeguarding Governor will ensure that the School contributes to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*.
- 8.2** The AHS DSL Team understands the role of the three safeguarding partner arrangements and that they have a shared and equal duty to work together to safeguard and promote the welfare of C/YP.
- 8.3** The Governing Body, the Leadership Team and especially the DSL Team will make themselves aware of and follow their local arrangements.

9. Supporting staff

- 9.1** We recognise that staff becoming involved in supporting a C/YP who has suffered harm, or appears to be likely to suffer harm may 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 and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.
- 9.3** In consultation with all staff, we have adopted a Code of Conduct for staff joining our school. This forms part of staff induction and is referenced in the staff handbook. All staff are required to sign that they have read, understood and agree to comply with the standards of practice set out in the Staff Code of Conduct.

10. Allegations against staff (including supply staff and volunteers)

- 10.1** All school staff must take care not to place themselves in a vulnerable position with a C/YP. It is always advisable for interviews or work with individual C/YP or parents to be conducted in view of other adults. One to one contact between staff and students must be 'open to the casual observer'.
- 10.2** We understand that a student may make an allegation against a member of staff. 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.

- 10.3** The Headteacher/senior teacher will immediately discuss the content of the allegation with the LADO, if the allegation meets their threshold. The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action. The Headteacher/ Senior Teacher must:
- Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member against whom the allegation is made, as well as supporting other staff within the workplace
 - Follow all advice given by the LADO relating to supporting the C/YP making the allegation, as well as other C/YP connected to the organisation
 - Ensure feedback is provided to the LADO about the outcome of any internal investigations
- 10.4** 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.
- 10.5** If a suspension is made, restrictions will apply to all staff regarding contact with them whilst they are suspended, including the use of social media.
- 10.6** Our lettings agreement for other users requires that the organiser will follow Buckinghamshire Council procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.
- 10.7** If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the joint Chairs of Governors who will consult the LADO as above, without notifying the Headteacher first.
- 10.8** The school will follow the local safeguarding procedures for managing allegations against staff, a copy of which can be found [here](#).
- 10.9** Should an individual staff member (or member of their household), volunteer or supply teacher be involved in a child protection case, other safeguarding procedures or police investigations in relation to abuse or neglect, they must immediately inform the Headteacher. In these circumstances, the school will need to assess whether there is any potential for transfer of risk or risk of harm to C/YP by using the harms test as necessary. This guidance in this section will be followed where it is alleged that anyone working in the school that provides education has:
- behaved in a way that has harmed a C/YP, or may have harmed a C/YP
 - possibly committed a criminal offence against or related to a C/YP
 - behaved towards C/YP in a way that indicates they may pose a risk of harm to C/YP
 - behaved/may have behaved in a way that indicates they may not be suitable to work with C/YP

11 Whistleblowing

- 11.1** We have a separate Whistleblowing Policy which can be found on both the useful documents page of the staff homepage and on the notice board in the Staffroom. Staff are required to familiarise themselves with this document during their induction period.
- 11.2** All staff should be aware of their duty and feel able to raise concerns about the attitude or actions of colleagues and report their concerns to the Headteacher or joint Chairs of Governors.

12 Physical intervention/Positive handling

- 12.1** Our policy on physical intervention/positive handling by staff is set out separately, as part of our Behaviour and Exclusions Policy. It complies with the Department for Education Guidance, 'The Use of Reasonable Force, Advice for Headteachers, Staff and Governing Bodies' July 2013. This policy states that staff may only use 'reasonable force', meaning no more force than is needed, to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It is always unlawful to use force as a punishment.
- 12.2** The Headteacher and authorised staff can use such force as is reasonable in the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- 12.3 If the use of force is necessary, reasonable adjustments for disabled C/YP with special educational needs will be made.
- 12.4 Any use of force or restraint, should be recorded and signed by a witness. The parent will be informed of the incident.
- 12.5 We understand that physical intervention of a nature which causes injury or unnecessary distress to a C/YP may be considered under child protection or disciplinary procedures.
- 12.6 Staff who are likely to need to use physical intervention will be appropriately trained by a specialist teacher or medical practitioner.

13. Anti-bullying

A 'Bully' is defined as a person who habitually seeks to harm or intimidate those whom they perceive as 'vulnerable'. Students, staff, parents and governors are supported to understand this definition.

- 13.1 We have a Behaviour and Exclusions Policy and an Anti-Bullying Strategy referencing measures in place to prevent and respond to all forms of bullying (including cyber-bullying), which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. These documents are available to all staff, parents and students and are written in language that is accessible to students.
- 13.2 Staff, students and parents are made aware of how mobile technologies are increasingly being used to bully C/YP both in and outside of the school environment. Cyber-bullying is therefore referenced within our E-Safety and Behaviour & Exclusions Policies.

14. Discriminatory incidents

- 14.1 Our Equality, Diversity and Community Cohesion Policy addresses all forms of discriminatory incidents and their impact on the individual/group of students involved including those who may witness the incident. All incidents are recorded and will be taken seriously and consideration will be given as to whether a multi-agency approach using child protection procedures is required.

15. Health and Safety

- 15.1 We recognise the importance of safeguarding students throughout the school day. Our Health and Safety policy reflects the consideration we give to the protection of our C/YP both emotionally and physically within the school environment, in relation to internet use and when away from the school when undertaking school trips and visits.
- 15.2 Students in Years 7-11 who leave the site during the school day do so only with the written permission of a parent and are collected by an authorised adult where appropriate. School should be notified by the parents regarding whom they have authorised for this task.
- 15.3 Staff who support C/YP during unstructured time, such as over the lunch period, have received training to remain alert to signs of concern or vulnerability, ensuring students feel safe. They follow the schools reporting process to alert the DSL of concerns.
- 15.4 In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site. Staff will then make contact with the student's parents 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 C/YP from being drawn into terrorism. At AHS we view this as a safeguarding matter like any other and these processes will be applied to support C/YP and their families where vulnerabilities are identified. Invariably this will require us to work with partner agencies to support and protect the vulnerable student.

- 16.2** Staff understand the need for a culture of vigilance to be present in the school to support safeguarding. This includes awareness and sensitivity to changes in the attitudes of students, which may indicate they are at risk of radicalisation.
- 16.3** Concerns regarding the conduct or behaviour of a C/YP, where it is believed they are vulnerable to extremism, will follow the same process of reporting as with any other safeguarding concern. A referral will be made to the First Response Team and passed by them to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. If requested, a representative from the school will attend the Channel Panel to help with this assessment.
- 16.4** All school staff and governors are required to attend Prevent training.
- 16.5** Whilst a central part of our work with students is to support them to stay safe whilst online, we also have in place appropriate web filtering systems so that C/YP cannot view potentially extreme material, which we also monitor on a daily basis.

17 E-Safety

- 17.1** All staff are aware of the school policy on E-Safety which sets out our expectations relating to:
- Creating a safer online learning environment.
 - Giving everyone the skills, knowledge and understanding to help C/YP stay safe online, question the information they are accessing and support the development of critical thinking.
 - Inspiring safe and responsible use of and behaviours in relation to mobile technologies, to combat behaviours on line which may make students vulnerable, including sexting.
 - Use of mobile technology both within school and on school trips/outings.
 - Use of camera equipment, including camera phones.
 - What steps to take if staff have concerns and where they go for help.
 - Staff use of social media as set out in the Staff Code of Conduct.
- 17.2** Cyber-bullying by C/YP, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Behaviour and Exclusions Policy. This includes sexting and image exchange under threat or use of coercion.
- 17.3** Students, staff and parents are supported to understand the risks posed by the **CONTENT** accessed by students – their **CONDUCT** online– and who they have **CONTACT** with in the digital world.
- 17.4** Staff use of mobile technology whilst on-site is set out in the Staff Code of Conduct.
- 17.5** As a safeguarding measure for our students, visitors to our school are respectfully requested to turn all mobile devices to silent or turn off when in the vicinity of students. They should be monitored to ensure that photographs or videos are not taken, without prior consent.
- 17.6** Where C/YP are being asked to learn online at home an amended Child Protection and Safeguarding Policy for partial or full school closure will be used.

18 Sexting

‘Sexting’, also referred to as ‘youth produced sexual imagery’, 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 C/YP experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated.

- 18.1** Staff, students and parents are supported via training to understand that the creation and sharing of sexual imagery, such as photos or videos of under 18s, is illegal. This includes imagery of students 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 government guidelines for responding to incidents, as set out in the publication ‘[Sexting in Schools and Colleges](#)’ produced by the UK Council for Child Internet Safety.

18.3 If the incident meets the threshold it may be necessary to refer to the police in a timely manner; contact will be through a safer schools officer, a PCSO (Police Community Security Officer), local neighbourhood police or by dialling 101. We will always endeavour to speak to the parents of the students involved prior to any report being made to the police.

19 Peer on peer abuse

We believe that all C/YP have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via peer on peer abuse.

19.1 All staff operate a zero-tolerance policy to peer on peer abuse and will not pass off incidents as 'banter' or 'just growing up'.

19.2 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
- Abuse related to sexual orientation or identity
- Sexting
- Initiation type violence and rituals
- Emotional abuse

19.3 **The following will be considered when dealing with incidents:**

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
- Whether the perpetrator has previously tried to harm or intimidates students
- Any concerns about the intentions of the alleged perpetrator

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

- Deliver PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that students 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 student 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 and Exclusions Policy or the Anti-Bullying Strategy.

19.5 We recognise that The Voyeurism (Offences) Act, commonly known as the Upskirting Act, came into force in April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or member of the DSL team.

19.6 Reference will be made to the government guidance [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#) and part 5 of the Keeping Children Safe in Education, Sept 2020 to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools.

20 Cultural Issues

- As a school, we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate

to safeguarding and child protection. This includes C/YP at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community.

- As a staff team we are aware of the harm to C/YP that can be caused by practices linked to culture, faith and beliefs. We promote awareness through training and access to resources.
- Staff will report concerns about abuse linked to culture, faith and beliefs in the same way as other safeguarding concerns.
- We support students, via targeted sessions and delivery through our curriculum, to understand that some aspects of cultural or religious practice and beliefs could cause harm and they should turn to someone they trust or an organisation such as ChildLine for help and support.
- At AHS we are aware of a range of practices and beliefs which can be classified as honour based abuse, we include within this FGM, forced marriage and breast ironing. Whilst this may be a part of a long-held tradition within communities, we categorise this as child abuse and will act according to our child protection processes to safeguard the student concerned.
- Staff at our school understand there is a legal duty to report known cases of FGM to the police and they will do this with the support of the DSL.
- 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 C/YPs rights. We recognise some students 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.
- We recognise both male and female students may be subject to honour based abuse e.g. where C/YPs cultural background are at odds with their behaviours such as homosexuality, under-age sex, relationships or life style choices.
- We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff, any suspicions or concerns for forced marriage are reported to the DSL and the Forced Marriage Unit as well as First Response.
- Staff understand that whilst we always try to work in partnership with families, sharing information with a parent or member of the family is not appropriate in some instances where there may be cultural differences of opinion on abuse. Staff will report concerns to the DSL who will liaise with First Response, the police or the Forced Marriage Unit and follow advice given regarding protective strategies to safeguard the student.

21 Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between C/YP outside of these environments. All staff, but especially the DSL Team should consider whether C/YP are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and C/YP can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

22 Mental Health

- 22.1** All staff will be reminded that mental health problems can, in some cases, be an indicator that a C/YP has suffered or is at risk of suffering abuse, neglect or exploitation.
- 22.2** Only appropriately trained professionals will make a diagnosis of a mental health problem. Staff however, are well placed to observe C/YP 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.
- 22.3** Where C/YP 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 C/YPs' experiences, can impact on their mental health, behaviour and education.

- 22.4** If staff have a mental health concern about a C/YP that is also a safeguarding concern, they will speak to the DSL or a member of the DSL Team.
- 22.5** Staff will provide advice and guidance on preventing and tackling bullying and L4L resources will promote positive health, wellbeing and resilience among C/YP.

23. Serious violence

- 23.1** All staff are aware of signs and indicators which may signal that C/YP 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 C/YP have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 23.2** We are aware of the risks to C/YP and will take appropriate measures to manage any situations arising.

24. Domestic abuse

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. All C/YP 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 C/YP. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. National Domestic Abuse Helpline 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. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

25. Use of Photography

- 25.1** We will often use photographs and film to capture achievements, monitor a C/YP development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in. Via our website, we like to be able to share these events with parents. We are however mindful of the safety of our students.
- 25.2** Due consideration will be given to the appropriateness of clothing and posture and details such as a C/YP's name or age will not be shared unless integral to the use of the image (*such as the acceptance of an award*) in particular when additional identifiers (i.e. a school or uniform logo)

are being shared. We acknowledge the right of parents and students to withhold or withdraw consent at any point in time of the duration the student is at the school. Please refer to our Data Protection and Confidentiality Policy.

26 Policy Review

- 26.1** The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

Appendix A

Categories of Abuse

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

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

The Children Act 1989 defines abuse as when a C/YP is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of mental or physical health or development. Four categories of abuse are identified – Neglect, Physical Abuse, Sexual Abuse, Emotional Abuse.

Child abuse is a form of maltreatment. Somebody may abuse or neglect a C/YP by inflicting harm, or by failing to act to prevent harm. C/YP 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. C/YP may be abused by an adult or adults, or other C/YP.

Neglect is the persistent failure to meet a C or YP's basic physical and/or psychological needs, likely to result in the serious impairment of the C or YP'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 failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a C/YP from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate or inappropriate care-givers).
- Ensure access to appropriate medical care or treatment.
- Respond to a C/YP's basic emotional needs.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a C/YP. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces illness in a C/YP.

Emotional abuse is the persistent emotional maltreatment of a C/YP such as to cause severe and persistent adverse effects on the C/YP's emotional development. It may involve conveying to C/YP that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on C/YP. These may include interactions that are beyond the C/YP's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the C/YP 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 C/YP to feel frightened and in danger or the exploitation or corruption of C/YP. Some level of emotional abuse is involved in all types of maltreatment of a C/YP, though it may occur alone.

Sexual abuse involves forcing or enticing a C/YP to take part in sexual activities, not necessarily involving a high level of violence, whether or not the C/YP is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing and touching outside clothing. They may also include non-contact activities, such as involving C/YP looking at, or in the production of, sexual images, watching sexual activities, encouraging C/YP to behave in sexually inappropriate ways, or grooming a C/YP 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 C/YP. The **Brook Sexual Behaviours Traffic Light Tool** can be used as guidance to support professionals in identifying and responding to sexual behaviour in C/YP.

Exploitation

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

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a C/YP 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any C/YP (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The below CCE indicators can also be indicators of CSE, as can:

- C/YP who have older boyfriends or girlfriends
- C/YP who suffer from sexually transmitted infections or become pregnant.

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.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line". Exploitation is an integral part of the county lines offending model with C/YP and vulnerable adults exploited to move [and store] drugs and money.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. C/YP can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

C/YP are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. C/YP can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

If a C/YP is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a C/YP's involvement in county lines is available in guidance published by the Home Office.

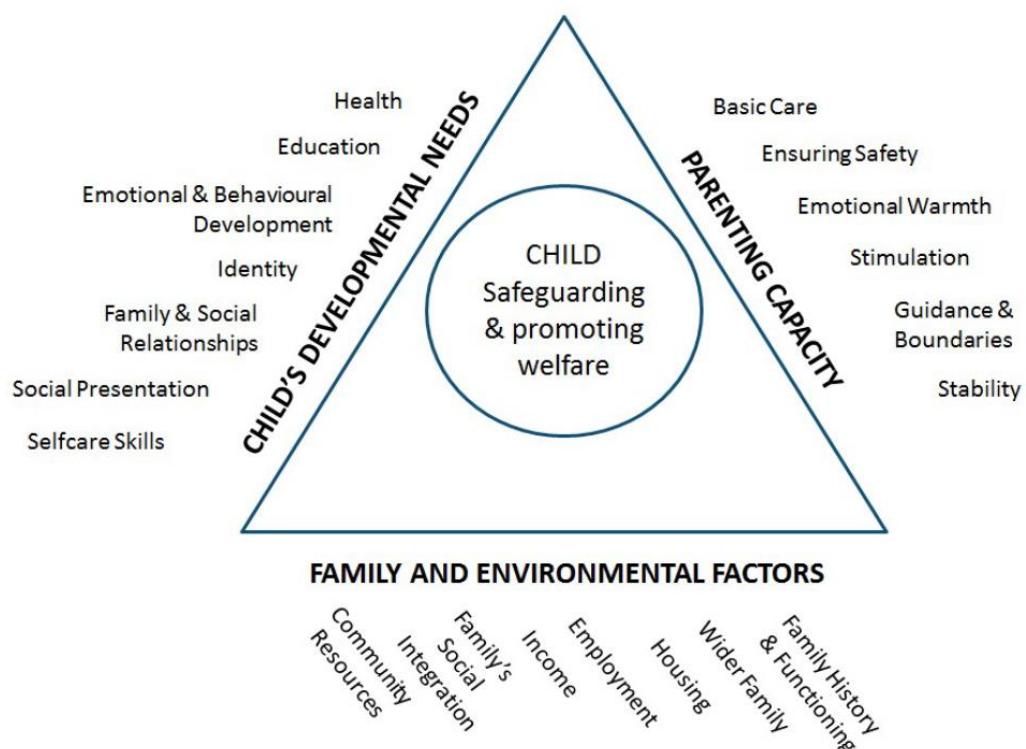
Child Criminal Exploitation, CCE

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include C/YP being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below for more information), forced to shoplift or pickpocket, or to threaten other C/YP. Some of the following can be indicators of CCE:

- C/YP who appear with unexplained gifts or new possessions
- C/YP who associate with other young people involved in exploitation
- C/YP who suffer from changes in emotional well-being
- C/YP who misuse drugs and alcohol
- C/YP who regularly miss school or education or do not take part in education
- C/YP who go missing for periods of time or regularly come home late.

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 C/YP should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by C/YP'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.