



# **Chiltern Way Academy Trust**

## **Safeguarding & Child Protection Policy**

**Responsibility for this policy: Safeguarding Director**

**Responsibility for its review: Trust Board**

**Approved: 30 August 2025**

**Next review date: Summer 2026**

## Contents

1. Introduction	3
2. Aims	5
3. Responsibilities	6
4. Procedures	10
5. Retention of records	13
6. Confidentiality	13
7. Dealing with a disclosure	13
8. Multi-agency working	15
9. Supporting staff	15
10. Low Level Concerns	15
11. Allegations against staff and volunteers (including Trustees and Governors)	16
12. Whistleblowing	17
13. Safer Recruitment	17
14. Physical intervention/Care and Control	17
15. Anti-Bullying	18
16. Discriminatory Incidents	18
17. Health & Safety	18
18. Prevent	18
19. E-Safety	19
20. Nudes & semi-nudes	20
21. Child on Child Abuse	21
22. Sexual violence and sexual harassment between children	22
23. Cultural Issues	22
24. Female Genital Mutilation (FGM) and so-called Honour Based abuse	22
25. Contextual safeguarding	23
26. Serious violence	23
27. Domestic Abuse	24
28. Children at risk of greater harm	24
29. Use of photography	24
30. Mental Health	25
31. Alternative Provisions	25
32. Policy Review	
Appendix A - Safeguarding Contacts	26
Appendix B – Local Authority Contacts	30
Appendix C – Threshold documents	36
Appendix D – Child Protection & Safeguarding, including categories of abuse, definitions and frameworks	36

## 1. Introduction

**1.1** Chiltern Way Academy Trust (CWAT) is committed to early help, safeguarding and child protection, in order to promote the welfare of all its students and expects all Trustees, governors, staff and volunteers to share this commitment.

CWAT believes a policy on safeguarding and child protection is founded on the right of all children to be safe and feel safe, and that it is the Academy's fundamental obligation to robustly secure this right.

For the purpose of this policy safeguarding and promoting the welfare of children is defined as per the definition in Keeping Children Safe in Education, 2025:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the 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

The definition of children includes everyone under the age of 18.

Safeguarding, Welfare & Attendance Managers will be referred to as SWAMs, Designated Safeguard Leads as DSLs and their deputies as DDSLs. All SWAMs are DSLs.

**1.2** This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and in line with:

- [Working Together to Safeguarding Children, 2023](#)
- [Keeping Children Safe in Education, 2025](#)
- [Information Sharing, 2024](#)
- [Working Together to Improve School Attendance, 2024](#) – From September 2025 this is statutory guidance.
- [Children Missing Education: Statutory Guidance for local authorities, 2024](#)
- Statutory Guidance issued under Section 29 of the Counter-Terrorism and Security Act (2015) [Prevent Duty Guidance](#)
- [Equality Act 2010: guidance - GOV.UK](#)
- [United Nations Convention on the Rights of the Child](#) (UNCRC, 1989)
- [What to do if you're worried a child is being abused](#) Advice for practitioners (2015)
- [The Human Rights Act 1998](#)
- [Multi-Agency Statutory Guidance on Female Genital Mutilation](#)

**1.3** This policy should be read in conjunction with the following Academy policies which can be found on the website or can be provided on request:

- Abscond
- Alternative Provisions Guidance
- Anti-Bullying

- Anti-Drug
- Attendance For Learning
- Behaviour
- Children Looked After
- Complaints
- Equalities
- Health & Safety
- Home-visiting guidance
- Intimate Care
- Lettings
- Lone Working
- Mental Health and Wellbeing
- Online Safety
- Positive Handling
- Privacy Notice
- Recruitment, Selection Retention
- Residential Trips Guidance
- Responsible AI
- RSE
- SEN/Inclusion
- Staff Code of Conduct
- Supporting Students with Medical Needs
- Transportation of Students Guidance
- Whistleblowing
- Work Experience Policy

We believe clear governance and leadership is central to embedding a safeguarding culture. The Trust Board takes its responsibility seriously under **Section 175** of the **Education Act 2002** (Section 157 for independent academies and free schools) to safeguard and promote the welfare of children; working together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm or whose welfare may be in question. Trustees and Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1** and **Annexe A** of **Keeping Children Safe in Education (2025)**. They must ensure that there is an auditable system in place to evidence this.

#### 1.4 Staff Code of Conduct

All staff are required to read and adhere to the **Staff Code of Conduct**, which governs the behaviours expected of them. In addition, all staff must have a clear understanding of the **Academy's Behaviour Policy** and **Attendance for Learning Policy**.

#### 1.5 Commitment to Safeguarding

We recognise that all staff, Trustees, and Governors have a full and active role in protecting our pupils from harm, promoting their welfare, and ensuring that every child's wellbeing is our paramount concern. Each member of staff is responsible for contributing to a **positive culture of safeguarding** across CWAT.

#### 1.6 Creating a Safe and Nurturing Environment

All staff believe that the Academy must provide a **safe, caring, positive, and stimulating environment** that promotes the social, physical, and moral development of individual children.

### **1.7 Vigilance Against External Threats**

CWAT recognises that, in addition to threats from within their families, children may be vulnerable to **abuse or exploitation outside their homes** or by other children. Staff must remain vigilant and alert to these potential risks.

### **1.8 Recognising Barriers to Disclosure**

All staff at CWAT understand that children may not always feel ready or know how to disclose abuse, exploitation, or neglect. Furthermore, children may not always recognise their experiences as harmful. Staff are expected to approach these situations with sensitivity and awareness.

## **2. Aims**

### **2.1 The aims of this policy are:**

- **2.1.1** To support pupils' development in ways that foster security, confidence, and resilience, free from discrimination.
- **2.1.2** To provide an environment in which children feel safe, secure, valued, and respected.
- **2.1.3** To ensure children feel confident in approaching adults if they are in difficulties.
- **2.1.4** To ensure all teaching staff, non-teaching staff, and volunteers:
  - Are aware of the need to safeguard and promote the wellbeing of children.
  - Identify the need for support early to promote wellbeing.
  - Promptly report cases of actual or suspected abuse in line with national and local county guidance (see Appendix C for local threshold documents).
  - Are trained to recognise signs and indicators of potential abuse.

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

**2.3** To acknowledge the need for effective and appropriate communication, ensuring all staff know how and when to share information to protect children in a way that is legal, ethical, and timely.

**2.4** To ensure CWAT has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers, and other adults working with children.

**2.5** To have a clearly understood structured procedures within the school that will be promptly followed by all members of the school community in cases of suspected abuse, neglect, or exploitation.

**2.6** To ensure CWAT has robust systems in place to accurately record safeguarding and child protection concerns, which are clearly understood by staff and adhered to, including documenting actions taken to address concerns and outcomes achieved are dealt with in a timely manner and are clearly and accurately recorded. These records are securely stored.

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

- 2.8** 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**, which stipulates their duty to report where behaviours of their own or colleagues may have stepped outside of agreed safe practices. All staff must work to develop a positive culture of safeguarding across our Academy.
- 2.9** To provide clarity to other community users of our facilities with regards to our expectations of how they should maintain a safe environment which supports children's welfare and development. We reserve the right to decline access to use the school facilities where we believe the ethos or practice is not aligned with this policy.
- 2.10** To ensure that all staff are aware that both mental health and physical health are relevant to effective safeguarding and welfare of children.
- 2.11** This policy is published on our website, under the 'policies' tab and hard copies are available from the school office.

### **3.1 Responsibilities of Staff, Visitors, and Volunteers**

All staff, visitors, and volunteers understand that safeguarding children is everyone's responsibility. They must remain diligent in ensuring children's safety and wellbeing. The following outlines the responsibilities and actions required when abuse is disclosed or suspected:

- **Immediate Reporting:**
  - Any person who receives a disclosure of abuse or suspects abuse must **immediately report** it to the **Designated Safeguarding Lead (DSL)**.
  - In the absence of the DSL, concerns should be reported to a **Deputy Designated Safeguarding Lead (DDSL)**.
  - If both the DSL and DDSLs are unavailable, concerns must be reported to the **Academy Deputy SWAM, Safeguarding Director**, another member of the **Academy Trust's safeguarding team**, or the most **senior member of staff** on-site.
- **Escalation Procedure:**
  - The senior staff member will seek support, advice, and guidance from the Academy Deputy SWAM or Safeguarding Director, followed by another member of the Academy Trust Safeguarding Team, if needed.
  - In the case of an **immediate risk of harm**, staff must contact the **police and/or children's services directly**, with the DSL being updated at the earliest opportunity (see referral procedures in sections 4 & 7).
- **Low-Level Concerns:**
  - Any staff member who has a **low-level concern** about another member of staff must report it to the **DSL or Head**, and/or submit a **confidential note on Staffsafe**.
  - They may also discuss the concern with the **Safeguarding Director or Executive Principal**.

- **Allegations Against Staff:**
  - Allegations made against a member of staff should be reported to the **Head, Executive Principal**, or via a confidential note on Staffsafe (see section 11).
- **Contact Information:**
  - A complete list of named safeguarding staff and their contact details can be found in **Appendix A**.

For further guidance, please refer to the appropriate sections within this policy. [When To Call The Police, Guidance, NSPCC](#)

- 3.2** Staff must maintain a good working knowledge of the local threshold documents (see Appendix C) and any updates, how they can be used to safeguard and promote the wellbeing of students and how they should be used to inform decision making regarding a referral to Children's Services as soon as there is a significant concern.
- 3.3** Staff understand that the most common reason for children becoming looked after is the result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe. There is a Designated Teacher at every school within the Academy.
- 3.4** Staff understand increased vulnerability and that barriers exist when recognising abuse, neglect, and exploitation for children with Special Educational Needs or Disabilities.
- 3.5** The Board of Trustees and Governing Boards understand and fulfil their safeguarding responsibilities. They must:
- **3.5.1** Ensure that the CEO, Deputy CEO, Executive Principals, Headteachers and Safeguarding Director create and maintain a strong, positive culture of safeguarding within CWAT.
  - **3.5.2** Ensure that this policy reflects the unique features of the communities we serve and the needs of the pupils attending our provision. This will be reviewed at least annually in line with changes to guidance and legislation.
  - **3.5.3** Regularly monitor and evaluate the effectiveness of this Safeguarding and Child Protection Policy and be satisfied that it is being complied with.
  - **3.5.4** Appoint a DSL at each school who is a member of the Senior Leadership Team and has the required level of authority and to also appoint at least one DDSL. The Headteachers have the overall responsibility for safeguarding within each school which is delegated to the school SWAM/DSL. The SWAM/DSL must report to Head of School, Deputy Academy SWAM and Safeguarding Director on a regular basis. The Deputy Academy SWAM must report on a regular basis to the Safeguarding Director who reports to the CEO and the Safeguarding Trustee. The roles and responsibilities of the SWAMs, DSLs and DDSLs are made explicit in those post-holders' job descriptions
  - **3.5.5** Recognise the importance of the role of the SWAM/DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher DSL training must be attended every two years, in addition, knowledge and skills must be refreshed at regular intervals, at least annually.

- **3.5.6** Ensure measures are in place for the Trustee and Governing Boards to have oversight of how the Academy's delivery against its safeguarding responsibilities are exercised and evidenced. Ensure robust structures are in place to challenge the Safeguarding Director, Executive Principals or Heads of school where there are any identified gaps in practice or procedures are not followed.
- **3.5.7** Recognise the vital contribution that the Academy can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the Personal Social Health Education (PSHE) curriculum and through relevant Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from 2020) and Health Education
- **3.5.8** Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe in a contextually appropriate way.
- **3.5.9** Ensure safe and effective recruitment policies and disciplinary procedures are in place, which adhere to **Keeping Children Safe in Education (2025)** and legislation referred to therein.
- **3.5.10** Ensure resources are allocated, as a priority, to meet the needs of pupils requiring child protection or early intervention.
- **3.5.11** Ensure the Safeguarding Director completes an Annual Safeguarding Report for The Board of Governors/Trustees, demonstrating how we are meeting our statutory responsibilities for safeguarding and promoting the welfare of children.
- **3.5.12** Ensure any report requested by the Local Authority is shared with the Local Board of Governors as well as the Local Authority, as required, within the specified time frame.
- **3.5.13** Trustees and Governors will receive safeguarding training, including online safety and prevent, on appointment and then annually.

**3.6** It is the duty of the Chair of Trustees, to liaise with relevant agencies if any allegations are made against the CEO. If there are concerns that issues are not being progressed in an expedient manner, staff/students/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO).

### **3.7 Responsibilities for Children Looked After**

The Trust Board must ensure that a designated teacher is appointed for Children Looked After (CLA). This teacher is responsible for maintaining an up-to-date list of children who are subject to a Care Order or are accommodated by the County Council, which must be regularly reviewed and updated. The school will work closely with the Virtual Schools Team to support the educational attainment and well-being of Looked After Children.

### **3.8 Nominated Lead for Child Protection**

The Trust Board has a statutory duty to appoint a Nominated Lead for Child Protection. This individual should sit on the Trust Board but may delegate certain responsibilities to nominated leads on the Local Governors Board. All Nominated Leads must be familiar with local Safeguarding Children Partnership procedures, Local Authority procedures, and guidance issued by the Department for Education.

Each Federation within the Academy Trust will have a Nominated Safeguarding Governor, with specific contact details listed in Appendix A. The responsibilities of the Nominated Leads include:



- **3.8.1** Working with the Safeguarding Director to develop and maintain the Safeguarding & Child Protection Policy.
- **3.8.2** Ensure that all Trustees and Governors undertake appropriate safeguarding training, including online safety and Prevent Training. This training will occur on appointment and annually thereafter.
- **3.8.3** Ensure child protection is, as a minimum, an annual agenda item for the Board of Trustees and on every agenda for each Local Governing Board.
- **3.8.4** The nominated Safeguarding Governors will visit each school to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record. The nominated Safeguarding Governors will meet at least termly with each school's DSL/SWAM or, in their absence, with the Deputy Academy SWAM or Safeguarding Director.
- **3.8.5** Be aware that The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

**3.9** Overall responsibility for the safeguarding of students remains with the Safeguarding Director but is also delegated to the Deputy Academy SWAM. Responsibilities include:

- **3.9.1** Creating a culture of safeguarding within the Academy Trust, where children 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 concerns for a student.
- **3.9.2** Ensuring children receive the right help at the right time using the local threshold documents (see Appendix C) to inform plans for support or protection (see Appendix D for definitions of the categories of abuse).
- **3.9.3** 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 in order to support timely interventions and allow prompt follow up. This includes use of the Escalation Process found on the local Safeguarding Children Partnership websites.
- **3.9.4** Ensuring safeguarding records, legislation and guidance are up to date and are maintained in accordance with data protection. Ensuring records are stored safely and securely and remain confidential. That:
  - DSLs and DDSLs must share information internally and externally, on a 'need to know' basis only, being able to justify the reason for sharing and in accordance with the confidentiality policy
  - All child protection files are held separately from student educational records.
- **3.9.5** Maintaining the record of staff safeguarding training.
- **3.9.6** Ensuring that the Chiltern Way Academy's most up to date Safeguarding & Child Protection Policy is widely available and published on the website, together with the safeguarding statement and other relevant information. Ensuring the safeguarding team contact details and photos are displayed in prominent areas around each school and on the website.
- **3.9.7** Being a designated point of contact, alongside SWAMS/DSLs for staff to be able to discuss and share their concerns, developing a culture whereby staff feel comfortable to do so. In their absence SWAMS/DSLs will ensure another member of the safeguarding team or

the most senior member of staff is available. DSLs and DDSs are trained to the same level within Chiltern Way Academy Trust.

- **3.9.8** 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.
- **3.9.9** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- **3.9.10** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, this could include:
  - participating in Strategy discussions
  - attending Child Protection Case Conferences
  - submitting reports to the conference, which must be shared in advance with the parents/carers
  - contributing effectively and taking shared responsibility for core group meetings with all other agencies involved
  - engaging fully, as requested, in any other multi-agency planning meetings
  - contributing to the Framework for Assessments process
  - ensuring coverage is available at all times during the year
- **3.9.11** The Safeguarding Director is responsible for providing the CEO with annual reports for the Board of Governors and the Board of Trustees detailing how each school delivers on its safeguarding responsibilities and any child protection issues within the Academy Trust. The Board of Governors and the Board of Trustees will use this report to fulfil any responsibilities to provide the Local Authority with information about their safeguarding policies and procedures
- **3.9.12** The DSLs, Deputy Academy SWAM and/or Safeguarding Director will meet at least termly with the Safeguarding Governors to share oversight of the safeguarding provision within the settings, monitor performance and develop plans to rectify any gaps in policy or procedure.
- **3.9.13** 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.
- **3.9.14** Referring immediately to the Police any cases where a criminal offence may have been committed or risk of harm is imminent.

#### **4. Procedures**

Our school procedures for all staff, volunteers and visitors in safeguarding and protecting children from harm are in line with Local County Council and local Safeguarding Children Partnerships safeguarding (see Appendix) procedures, **Working Together to Safeguard Children (2023)**, **Keeping Children Safe in Education (2025)** and statutory guidance issued under section 29 of the **Counter Terrorism and Security Act (2015)**.

We will ensure:

- 4.1** We have a designated member of the Academy Trust Leadership who has undertaken appropriate training for the role. We also have a DSL at each school who has undertaken appropriate training, as recommended by the local Safeguarding Children Partnership. Our

DSLs will be required to update their training in accordance with the Learning Pathway agreed by the local Safeguarding Children Partnerships.

- 4.2** We have multiple members of staff who are Deputy Designated Safeguarding Leads across our schools who will act in the DSLs' 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, seeking support, where appropriate, from the Safeguarding Director, Deputy Academy SWAM or another member of the Academy's safeguarding team.
- 4.3** All adults (including supply teachers and volunteers) new to our school are made aware of the Academy'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, 2025](#) and the booklet [What to do if You're Worried a Child is Being Abused](#). They will have these explained, as part of their induction into the school.
- 4.4** Visitors must be:
- **4.4.1** Clearly identified with visitor/contractor passes/lanyards
  - **4.4.2** Met and directed by Academy staff/representatives
  - **4.4.3** Signed in/out of the Academy
  - **4.4.4** Given a Visitors Safeguarding Leaflet to read
  - **4.4.5** Given restricted access to only specific areas of the school, as appropriate
  - **4.4.6** Escorted by a member of staff/representative as required
  - **4.4.7** Given access to Students restricted to the purpose of their visit
  - **4.4.8** Able to provide ID and DBS if working with students unaccompanied by a member of Academy staff
  - **4.4.9** Provided with a visitor's lanyard, as appropriate
- 4.5** All members of staff including agency staff, trustees and governors must
- **4.5.1** complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the Safeguarding Team. Updates must be cascaded to all staff throughout the year, at a minimum of once a year
  - **4.5.2** Understand about the online filtering and monitoring systems in place in the academy
- 4.6** All parents/carers must be made aware of the Academy's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.
- 4.7** All staff must follow the reporting procedures as follows when reporting any child protection concerns:
- **4.7.1** Staff must ensure the child is in a safe place and in receipt of support
  - **4.7.2** Staff must make a CPOMS entry to alert the SWAM/DSL/Safeguarding Team of a safeguarding/child protection concern/incident. Where this is considered to require urgent action staff should make an immediate verbal report to the SWAM/DSL/Member of the Safeguarding Team, followed up by a CPOMS entry.
  - **4.7.3** Staff must ensure the time and date of the incident is recorded accurately
  - **4.7.4** A factual and accurate 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. Opinions should not be expressed. Ambiguity should be avoided by using specific language.

- **4.7.5** A body map can be used to record any injuries seen or reported by the child. Injury spots should be numbered, and each one should have a description.
- **4.7.6** The School SWAM/DSL must ensure that actions are recorded alongside outcomes achieved.

- 4.8** Through our **Attendance for Learning 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. Reception, in collaboration with the Safeguarding Team, will make a list of all absent children available to the whole school promptly at the close of registration. The SWAM/DSL will ensure a phone call home in the first instance when a pupil does not arrive in school and we have not had prior communications about the pupil's whereabouts. If this is unsuccessful an email will be sent to advise parents/carers their child/young person has not arrived and that safeguarding processes may be commenced if we do not hear from them. The SWAM/DSL is responsible for ensuring that attendance is then entered onto CPOMS and all actions are followed up accordingly. The Deputy Lead SWAM monitors attendance across the Academy on a weekly basis.
- 4.9** All children attending our Academy are required to have a minimum of two identified emergency contacts.
- 4.10** Chiltern Way Academy recognises that children with unexplainable and/or persistent absences absent from education may be at risk, and that children repeatedly absent and/or for prolonged periods can act as a vital warning sign of a range of safeguarding possibilities. Any pupil absent for ten school days will be reported to the local authority. If the whereabouts of the child is known, they will be reported as a child absent from education. If their whereabouts is not known, they will be reported as a Child Missing in Education (CME) using the local CME protocol.
- 4.11** Children who do not attend school will be subject to welfare checks. Home-visits will be conducted by a member of Academy staff every four weeks unless the completed risk assessment deems this to be unsuitable. In these instances, a meeting may be arranged to take place outside the home in a public setting. If, it is not possible to conduct a welfare check, the checks are refused or cancelled with no appropriate rescheduling, a report will be made to the Local Authority to communicate that it has not been possible to confirm the child/young person's welfare at this time. A referral may also be made into Children's Services.
- 4.12** Any absence without a satisfactory explanation, of a pupil subject to a child protection plan or a child in need plan will be reported to the allocated social worker.
- 4.13** Parents/carers must inform school if there are any changes to a pupil's living arrangement. Chiltern Way Academy Trust has a mandatory duty to inform the local authority, via the local children's social services 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.
- 4.14** All staff, parents/carers and children are made aware of the Academy's escalation process, which can be activated in the event of concerns not being resolved after the first point of contact. We acknowledge an individual's safeguarding responsibility does not end once they have informed the SWAM/DSL of any concerns, although specific details of further actions may be appropriately withheld by the SWAM/DSL as information will only be shared on a need-to-know basis.
- 4.15** Our lettings 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

children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the Academy's facilities.

- 4.16** The school operates **Safer Recruitment** practices, including ascertaining the suitability of volunteers and employed staff, both employed directly or via an agency, who are working in regulated activities.
- 4.17** Allegations against members of staff, including volunteers, are referred to the Local Authority Designated Officer (LADO).
- 4.18** Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

## **5 Retention of Records**

- 5.1** When a disclosure of abuse or an allegation against a member of staff or a volunteer has been made, our Academy must have a record of this. These records are maintained in a way that is confidential and secure in accordance with our **Record Keeping policy** and **Data Protection Legislation**. The secure online platform, Staffsafe, is used to record any low-level concerns or allegations. This platform is available to all members of Chiltern Way Academy staff to use.
- 5.2** There is a statutory requirement for our Academy to pass any child protection records to the pupil's next school. We are required to have an auditable system in place to evidence we have done so. Any transfer of records will be carried out using a secure method and will be sent separately to the pupil's general file.
- 5.3** 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 student is going to be electively home educated, any child protection files will remain at our Academy in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.4** We have a robust system for reviewing our archived information held. Our 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 safeguarding team may 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 keep personal records of child protection concerns. All information must be reported to the SWAM/DSL and securely stored on CPOMS, separate from the pupil's records.
- 6.4** All 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 advise them that they, therefore, need to know.
- 6.5** We will always undertake to share our intention to refer a child to Social Care 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, we will consult with the local children's social service team on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

## **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. Staff are trained to engage in active listening.
- 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 open questions and to avoid leading questions.
- 7.4** Make an accurate record of what they have seen/heard using CPOMS, recording: times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must substitute anatomically correct names for body parts used by the child.
- 7.5** Reassure the child they have done the right thing in telling someone.
- 7.6** Staff must explain to the child what will happen next and the need for information to be shared with the SWAM/DSL. Staff will also ask the child what they would like to happen next.
- 7.7** In the unlikely event the SWAM/DSL and the DDSLs are not available, staff are aware they must share their concern with the Deputy Academy SWAM, Safeguarding Director, another member of the safeguarding team or 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.** Guidance on when to call the police can be found [NSPCC - When to call the police Guidance for schools & colleges](#).
- 7.9** The child will be monitored and accompanied at all times until a plan is agreed as to how best they can be safeguarded.
- 7.10** Following a report of concern(s) the SWAM/ DDSL must:
  - **7.10.1** Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Services and/or the police. The rationale for this decision should be recorded.
  - **7.10.2** Normally any concerns about a child's welfare should be discussed with parents/carers and, where possible consent should be obtained before a referral is made into Children's Services. However, in accordance with the DfE guidance this should only be done when it will not place the child at increased risk or could impact on a police investigation. Where there are doubts or reservations about involving the child's family, the SWAM/DSL/DDSL should clarify with the local Children's Services team or the police as to 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 views of the child 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 Academy must contact the local authority Children's Services, completing a Multi-Agency Referral Form (MARF)/Inter-Agency Referral Form (IARF) making a clear statement of:
    - The known facts
    - Any suspicions or allegations
    - Whether or not there has been contact with the child's family



- 7.11** If the child is in immediate danger and urgent protective action is required the police must be called. The SWAM/DSL must then notify the local Children's Services team of the occurrence and what action has been taken.
- 7.121** If the child needs urgent medical attention a member of the safeguarding team should call 999. The SWAM/DSL may be required to seek advice from the local Children's Services team about informing parents/carers.

## **8 Multi-Agency Working**

- 8.1** We recognise that Chiltern Way Academy Trust has a pivotal role to play in multi-agency safeguarding arrangements. The Academy contributes to multi-agency working in line with the statutory guidance [Working Together to Safeguard Children, 2023](#).
- 8.2** We are aware of the local safeguarding partnerships and will make arrangements to work together with appropriate and relevant agencies to promote the welfare of children. The Academy Trust understands its role in the safeguarding partner arrangements.

## **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 staff by providing an opportunity to talk through their anxieties with the SWAM/DSL, Deputy Lead SWAM, Safeguarding Director or other members of the safeguarding team, and to seek further support if necessary. This may be provided by a Headteacher or another trusted colleague, occupational health and/or a representative of a professional body, Employee Assistance Programme (PAM) or trade union, as appropriate.
- 9.3** Supervision will be made available for members of the safeguarding team.
- 9.4** In consultation with all staff, we have adopted a **Code of Conduct** for staff working at our Academy. This forms part of staff induction. All staff know how to access the Code of Conduct to refer to it. The Code of Conduct can be found in the 'policies' section on the website.
- 9.5** All staff are required to sign that they have read, understood and agree to comply with the agreed standards of practice set out in the staff Code of Conduct.

## **10 Low-Level Concerns**

- 10.1** Chiltern Way Academy Trust understands that a low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the Academy may have acted in a way that:
- Is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work and
  - Does not meet the harm threshold or is otherwise not serious enough to consider a referral into the LADO
- Examples of such behaviour could include, but are not limited to:
- Being over friendly with children
  - Having favourites
  - Taking photographs of children on their mobile phone, contrary to school policy
  - Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
  - Humiliating children

**10.2** Chiltern Way Academy Trust understands that such behaviour can exist on a wide spectrum, from the inadvertent or thoughtlessness, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

**10.3** Chiltern Way Academy Trust understands that low-level concerns may arise in several ways and from a number of sources, For example: suspicion; complaint; or disclosure made by a child, parent/carer or other adult within or outside the Academy; or as a result of vetting checks undertaken.

**10.4** Chiltern Way Academy Trust encourages all low-level concerns to be shared responsibly with the SWAM/DSL, Deputy Academy SWAM, Safeguarding Director, Head of School or Executive Principal.

**10.5** Chiltern Way Academy Trust uses a secure, online platform, Staffsafe, to record and store all such concerns, and ensure they are dealt with effectively. This also protects those working in or on behalf of Chiltern Way Academy Trust from becoming the subject of potential false low-level concerns or misunderstandings. Staffsafe is accessible to all staff.

## **11 Allegations against staff and volunteers (including Trustees and Governors), visitors and contractors**

**11.1** All Academy staff and volunteers (including supply staff) 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. There should be no 1:1 contact between staff and students which is not open to the casual observer.

**11.2** Chiltern Way Academy Trust understands that a student may make an allegation against a member of staff or volunteer. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Head of School or the Executive Principal, Deputy CEO or the CEO, if the Head of School is not present.

**11.3** The Head of School, Executive Principal, Deputy CEO or CEO on such occasions must immediately discuss the content of the allegation with the LADO. 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.

**11.4** The Head of School, Executive Principal, Deputy CEO or CEO must:

- **11.4.1** Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member or volunteer against whom the allegation is made, as well as supporting other staff and volunteers within the Academy
- **11.4.2** Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the Academy
- **11.4.3** Ensure feedback is provided to the LADO about outcomes of any internal investigations

**11.5** If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Executive Principal, Deputy CEO, CEO or Chair of Trustees who will consult with the LADO without notifying the Head first.

**11.6** Staffsafe is the secure, online platform used by the Academy Trust to report, manage and store allegations and all actions taken.



- 11.7** The Academy will follow the local safeguarding procedures for managing allegations against staff and volunteers, a copy of which can be found in the staffroom.
- 11.8** Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, the Academy Trust will consult with the LADO in making this decision. Guidance will also be sought from HR.
- 11.9** If suspension is made, restrictions will apply to all staff and volunteers regarding contact with them whilst they are suspended, including contact via social media, such as Facebook and Twitter.
- 11.10** Our lettings agreement for other users requires that the organiser will follow the Local County Council's procedures for managing allegations against staff and where necessary, the suspension of adults from Academy premises.
- 11.11** Should an individual staff member, trustee, governor or volunteer be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse or neglect, they must immediately inform the Head of School or Executive Principal. In these circumstances the Academy will need to assess whether there is any potential for risk or transfer to the workplace and the individual's own work with children
- 11.12** Chiltern Way Academy Trust understand that a member of staff may be involved in an incident outside the Academy which did not directly involve children but could impact on their suitability to work with children. In these instances, the Academy need to consider what triggered these actions and follow guidance in point 11.3
- 11.13** Allegations and concerns raised against visitors and contractors will be reported immediately to LADO

## **12 Whistleblowing**

- 12.1** Chiltern Way Academy Trust has a Whistleblowing policy which can be found in the staffroom and on the website. Staff are required to familiarise themselves with this document during their induction period.
- 12.2** All staff must be aware of their duty to raise concerns about the attitude or actions of colleagues and report their concerns to the Head of School, Executive Principal, Deputy CEO, CEO or Chair of Trustees, where the concern is about the CEO.
- 12.3** All staff have access to the Academy's confidential, secure, online platform, Staffsafe, which may be used to make reports

## **13 Safer Recruitment**

- 13.1** Chiltern Way Academy Trust has strict and robust safer recruitment procedures in place which are managed by the Academy's HR Director and can be found in the Academy's **Recruitment, Selection Retention policy**
- 13.2** All staff involved in the recruitment process have completed Safer Recruitment Training which is updated every three years
- 13.3** Open online searches are completed as part of the recruitment process for shortlisted candidates

## **14 Physical Intervention/Care Control**

- 14.1** Our policy on physical intervention/positive handling by staff is set out separately in our Positive Handling policy.

## **15 Anti-Bullying**

- 15.1** Anti-bullying is referenced within the **Anti-Bullying 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 measures.
- 15.2** Chiltern Way Academy Trust understands that a child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor of harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

## **16 Discriminatory Incidents**

- 16.1** In line with the **Equalities Act 2010**, the Academy's **Equality and Cohesion Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered through local guidance.

## **17 Health and Safety**

- 17.1** We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 17.2** 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. All parents/carers must deliver their children to front car parks and collect them from front car parks. Parents/carers are expected to inform us via phone or email if there is to be a change in the arrangement of collection for their child. If a child arrives via school taxi, the children are dropped and collected to and from the agreed and designated area(s).
- 17.3** Pupils who leave the site during the school day do so only with the written permission of a parent/carers and are collected by an authorised adult where appropriate. The Academy should be notified by the parents/carers regarding whom they have authorised for this task. Students signing in/out in the school day must do so via the inventory system in reception.
- 17.4** During handover for extended day, staff on duty must hand over to the extended day staff before being relieved.
- 17.5** In the event of a pupil going missing during the course of the school day we will follow the Academy's abscond procedure which includes carrying out immediate checks to ensure the pupil is not on site, making contact with the pupil's parents/carers and informing the police accordingly.

## **18 Prevent Duty**

- 18.1** 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. This is a safeguarding

matter like any other and these processes will be applied to support children and their families where vulnerabilities are identified.

- 18.2** All Academy staff, trustees and governors have completed Prevent training
- 18.3** Chiltern Way Academy Trust has appropriate web filtering systems in place so that pupils cannot view potentially extreme material.
- 18.4** Chiltern Way Academy Trust has an appropriate online monitoring system in place which flags any concerning online use and sends real-time notifications to safeguarding staff.
- 18.5** 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 pupils, which may indicate they are at risk of radicalisation
- 18.6** We recognise that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Radicalisation can occur through many different methods and settings (such as social media, the internet or within the home)
- 18.7** The safeguarding teams at Chiltern Way Academy Trust are aware of local procedures for making Prevent referrals and Channel Panel.

## **19 E-Safety**

- 19.1** All staff are aware of the Trust's **Online Safety Policy** which sets out our expectations relating to:
  - **19.1.1** Creating a safer online learning environment,
  - **19.1.2** Giving everyone the skills, knowledge and understanding to help children stay safe online, question the information they are accessing and support the development of critical thinking,
  - **19.1.3** Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including sharing nudes and semi-nudes
  - **19.1.4.1** Use of mobile technology both within school and on school trips/ outings
  - **19.1.4.2** Pupils who wish to use a personal mobile device on trips etc... will be asked to sign a contract of acceptable use
  - **19.1.4.3** Pupils who wear smart watches are expected to set them to only work as time keeping devices whilst in school where possible, otherwise they are expected to hand them in along with any other online / smart devices at the start of the day.
  - **19.1.5** Use of camera equipment, including smart phones
  - **19.1.6** What steps to take if there are concerns and where to go for help
  - **19.1.7** Staff use of social media as set out in the **Staff Code of Conduct** and the **IT & Appropriate Use Policy**
- 19.2** Online child-on-child abuse 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, see **Anti-Bullying Policy**. This includes sending sexually explicit messages and material, and nudes and semi-nudes exchanged under the threat of coercion.

- 19.3** Chiltern Way Academy Trust understands that what happens over social media outside school often posed by: spills into school. Students, staff and parents/carers are supported to understand the risks
- **19.3.1** the **CONTENT** accessed by students: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
  - **19.3.2** their **CONDUCT** and the conduct of others online: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying.
  - **19.3.3** who they have **CONTACT** with, in the digital world : being subjected to harmful online interaction with others; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
  - **19.3.4 COMMERCE** : risks such as online gambling, inappropriate advertising, phishing and or financial scams.
- 19.4** Chiltern Way Academy Trust will work with children and their families to support them with instances of Online child-on-child abuse that occurs outside of school hours, as appropriate
- 19.5** Where children are being asked to learn online at home the Department for Education has provided advice to support schools to do so safely: [safeguarding-and-remote-education](#)
- 19.6** All Academy computers have both a filtering and monitoring system.
- The monitoring system used at the Academy is 'Smoothwall'. It sends any real-time concerns directly to the designated safeguarding team members.
  - CWAT meets the DfE's [Filtering and monitoring standards for schools and colleges](#)
  - The Safeguarding Director and IT Manager meet regularly throughout the school year to ensure current and new digital threats are being identified and managed.
- 19.7** Staff's use of mobile technology whilst on site is set out in the **Staff Code of Conduct**
- 19.8** The **Visitor's Leaflet** sets out what is expected of all visitors with regard to use of mobile technology
- 19.9** Visitors who log onto the school website will have their online access filtered by the system in place across the Academy. This is 'Charter House'.

## 20 Nudes & Semi-Nudes

Nudes and semi-nudes, 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 and the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

- 20.1** Staff, students and parents/carers are supported to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of students themselves if they are under the age of 18.
- 20.2** Any youth produced sexual imagery disclosures will follow normal Academy safeguarding practices and protocols. We will also use the guidelines for responding to incidents, as set out in the publication [Sharing nudes and semi-nudes: advice for education settings working with young people](#) produced by the UK Council for Child Internet Safety.

- 20.3** If the incident meets the threshold, it may be necessary to refer to the police in a timely manner; contact will be made through a Safer Schools Officer, a Police Community Security Officer (PCSO), local neighbourhood police or by dialling 101. We will always endeavour to speak to parents/carers of the pupils involved prior to any report being made to the police.

## **21 Child on Child Abuse**

Chiltern Way Academy Trust believes that all children have the 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 child-on-child abuse.

- 21.1** All staff operate a zero-tolerance policy to child-on-child abuse and will not pass incidents off as 'banter' or 'just growing up'.
- 21.2** All staff recognise that child-on-child issues may include, but may not be limited to:
- **21.2.1** Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
  - **21.2.2** Abuse in intimate personal relationships between children (also known as teenage relationship abuse)
  - **21.2.3** Physical abuse, such as hitting, kicking, hair-pulling, shaking, biting, or otherwise causing physical harm
  - **21.2.4** Sexual violence and sexual harassment, such as rape, assault by penetration and sexual assault
  - **21.2.5** Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
  - **21.2.6** Abuse related to sexual orientation, gender, or identity
  - **21.2.7** Consensual and non-consensual sharing of N nudes or semi-nudes images and/or videos (see section 19)
  - **21.2.8** Initiation type violence and rituals
  - **21.2.9** 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
- 21.3** Staff working with children should maintain an attitude of '**it could happen here**' where safeguarding is concerned. The following will be considered when dealing with incidents:
- **21.3.1** Whether there is a significant difference in power between the victim and the perpetrator, i.e size, age, ability, perceived social status or vulnerabilities, including SEND, Child Protection/Child in Need or Looked After Child Status.
  - **21.3.2** Whether the perpetrator has previously tried to harm or intimidate pupils
  - **21.3.3** Any concerns about the intentions of the alleged perpetrator
- 21.4** In order to minimise the risk of child-on-child abuse taking place, the Trust must:
- **21.4.1** Deliver PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like
  - **21.4.2** Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
  - **21.4.3.1** Have systems in place for any pupil to be able to voice concerns

- **21.4.4** Develop robust risk assessments, if appropriate
- **21.4.5** Refer to any other relevant policies when dealing with incidents

## **22 Child on child sexual violence and sexual harassment**

- 22.1** All staff at Chiltern Way Academy Trust understand that child-on-child sexual violence and sexual harassment occurs in all settings, including outside of school and/or online. We maintain and promote an attitude of 'it could happen here'.
- 22.2** All staff understand they must respond to all signs, reports and concerns.
- 22.3** We recognise that even if there are no reports it does not mean that it is not happening – it may just be unreported.
- 22.4** Any report of sexual violence or sexual harassment will be taken seriously but staff are aware that it is more likely that girls will be the victims and boys the perpetrators
- 22.5** There is a zero-tolerance approach, and it will never be passed off as 'banter', 'just having a laugh' or 'a part of growing up'.
- 22.6** All signs, reports and concerns are to be made on CPOMS, following the Academy's normal safeguarding processes
- 22.7** Victims will be reassured they are being taken seriously and they will be supported and kept safe
- 22.8** Reference will be made to the following government guidance and part 5 of Keeping Children Safe in Education, 2024, to ensure that all staff understand the serious nature of sexual violence and sexual harassment between children in schools. [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK](#)
- 22.9** Chiltern Way Academy Trust understands that often perpetrators of harmful sexual behaviours may have experienced abuse themselves. For this reason, as well as appropriate sanctions and consequences, appropriate support will also be provided.

## **23 Cultural Issues**

- 23.1** As an Academy Trust we are aware of the cultural diversity of the communities around us, and work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.
- 23.2** Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

## **24 Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse**

- 24.1** Staff at our Academy understand there is a legal, mandatory duty to report known cases of FGM and So Called 'Honour' Based Abuse to the police and they will do this with the support of the Campus SWAM. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)
- 24.2** Staff are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)
- 24.3** Staff are 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 that some

pupils, due to capacity or additional learning needs, may not be able to give informed consent and this will be dealt with under our child protection processes. Chiltern Way Academy staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk)

- 24.4** Staff recognise both male and female students may be subject to honour-based abuse e.g. where children's cultural background are at odds with their behaviours such as sexuality, under-age sex, relationships, gender identity or lifestyle choices.
- 24.5** We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.
- 24.6** Any suspicions or concerns for forced marriage are reported to the school's SWAM/DSL who will refer to the local Children's Services or the police if emergency action is required.

## **25 Contextual Safeguarding**

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 have 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.

- 25.1** At Chiltern Way Academy Trust we recognise that students may encounter safeguarding issues that happen in the wider community, and we will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 25.2** All staff, and especially the School SWAMs/DSL, will consider the context of incidents that occur outside of school to establish if environmental factors may be putting the pupils' welfare and safety at risk.
- 25.3** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 25.4** In such cases the individual needs and vulnerabilities of each child will be considered.
- 25.5** Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- 25.6** All staff are aware of the 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 associated with criminal networks or gangs.
- 25.7** At Chiltern Way Academy Trust we are aware of the risks to children and will take appropriate measures to manage any situations arising.

### **26. Serious Violence**

- 26.1** All staff are aware of signs and indicators which may signal that children are at risk from, or 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 and may be at risk of criminal exploitation.



- 26.2** At Chiltern Way Academy Trust we are aware of the risks to children and will take the appropriate measures to manage any situations arising.

## **27 Domestic Abuse**

- 27.1** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. The abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. At Chiltern Way Academy Trust we recognise that children can be victims of abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. We will take the appropriate measures to manage any situations arising.
- 27.2** Chiltern Way Academy uses The Domestic Abuse Act, 2021, definition of domestic abuse as being the behaviour of a person towards another person in the following circumstance:
- Physical or sexual abuse
  - Violent or threatening behaviour
  - Controlling or coercive behaviour
  - Economic abuse
  - Psychological, emotional or other abuse
  - And that children are victims of domestic abuse in their own right:
  - Where a child sees / hears abuse
  - Experiences the effects of domestic abuse
  - Is related to the person being abused or the perpetrator
- 27.3** Chiltern Way Academy Trust is signed up to the Police Operation Encompass project with trained Operation Encompass Key Persons. Notifications from Operation Encompass are received and dealt with sensitively and appropriately.

## **28 Children at greater risk of harm**

- 28.1** We recognise that children may need a social worker due to safeguarding or welfare needs and that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as being educationally disadvantaged. Barriers include attendance, learning, behaviour and mental health.
- 28.2** SWAMs/DSLs and other members of the safeguarding team at Chiltern Way Academy Trust are aware of all children with a social worker and use this information in context so that decisions can be made in the best interests of the child's safety.
- 28.3** CWAT recognises that children who are Looked After, Previously Looked After, in kinship care, and/or have a social worker are at greater risk of harm. CWAT will work in partnership with the Head of the Virtual School who has the non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of these children.

## **29 Use of Photography**



We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our Academy. We like to have a record of all the wonderful activities our students take part in. Parental permission is required for any external use of photography or film.

### **30 Mental Health**

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. At Chiltern Way Academy Trust staff are aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.

- 30.1** All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- 30.2** If staff have a mental health concern about a child, they should speak to the school SWAM/DSL
- 30.3** All SWAMs/DSLs are trained Youth Mental Health First Aiders
- 30.4** Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance: [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Better Health every mind matters](#) or links to all materials and lesson plans.
- 30.5** Chiltern Way Academy Trust has a Senior Mental Health Lead, Attachment Lead and a Mental Health and Wellbeing policy.

### **31 Alternative Provision**

- 31.1** CWAT continues to be responsible for any pupil who attends an alternative provision.
- 31.2** CWAT has an **Alternative Provision Policy** and should be referred to and followed prior to any pupil attending an alternative provision
- 31.3** Each school has an Alternative Provision Lead and a DSL who are responsible for ensuring that the **Alternative Provision Policy** is followed.

### **32 Policy Review**

The Trust Board of our Academy is responsible for ensuring the annual review of this policy. The date of the next review is on the front cover of this policy.

## Appendix A

### Safeguarding Contacts

Trust	
<b>Safeguarding Director</b> DSL	Emma Bryan 07554 415 507 <a href="mailto:ebryan@chilternway.org">ebryan@chilternway.org</a>
<b>Deputy Academy SWAM</b> DDSL	Becca Warr 07534 311 826 <a href="mailto:rwarr@chilternway.org">rwarr@chilternway.org</a>
<b>Executive Principal, Buckinghamshire</b> DDSL	Callum Mansell 07377 560 354 <a href="mailto:cmansell@chilternway.org">cmansell@chilternway.org</a>
<b>Executive Principal, Hampshire &amp; Wokingham</b> DDSL	Sarah Stevens 07768 555 614 <a href="mailto:sstevens@chilternway.org">sstevens@chilternway.org</a>
<b>Deputy Chief Executive Officer</b> DDSL	Gary Regan 07887 246 306 <a href="mailto:gregan@chilternway.org">gregan@chilternway.org</a>

Safeguarding Governors	
<b>Buckinghamshire Academy</b>	Marian Milward <a href="mailto:mmilward@chilternway.org">mmilward@chilternway.org</a>
<b>Hampshire &amp; Wokingham Academy</b>	Amy Mossop <a href="mailto:amosop@chilternway.org">amosop@chilternway.org</a>

Trustees	
<b>Chair of Trustees</b>	David Mortimer <a href="mailto:dmortimer@chilternway.org">dmortimer@chilternway.org</a>
<b>Safeguarding Trustee</b>	Peter Hines <a href="mailto:phines@chilternway.org">phines@chilternway.org</a>

CWA Austen, Hampshire Academy	
<b>Headteacher DDSL</b>	Jason Minton 01256 236 640 <a href="mailto:jminton@chilternway.org">jminton@chilternway.org</a>
<b>Advocate DDSL</b>	Michelle Green

	07825 536 705 <a href="mailto:mgreen@chilternway.org">mgreen@chilternway.org</a>
<b>Safeguarding, Welfare &amp; Attendance Support DDSL</b>	Kym Fisher-Attard 07391 048 586 <a href="mailto:Kfisher-attard@chilternway.org">Kfisher-attard@chilternway.org</a>
<b>Safeguarding, Welfare &amp; Attendance Support DDSL</b>	Kayleigh Tate 07494 293 545 <a href="mailto:ktate@chilternway.org">ktate@chilternway.org</a>
<b>Deputy Academy SWAM DSL</b>	Rebecca Warr 07534 311 826 <a href="mailto:rwarr@chilternway.org">rwarr@chilternway.org</a>

<b>CWA Basingstoke, Hampshire Academy</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager DSL</b>	Vikky Lonie 07515 192 038 <a href="mailto:vlonie@chilternway.org">vlonie@chilternway.org</a>
<b>Advocate DDSL</b>	Rebecca Marrs 01256 336 601 <a href="mailto:rmarrs@chilternway.org">rmarrs@chilternway.org</a>
<b>Advocate DDSL</b>	Keelin Austen 01256 336 601 <a href="mailto:kausten@chilternway.org">kausten@chilternway.org</a>
<b>Headteacher DDSL</b>	Ben Lewis 01256 336 601 <a href="mailto:blewis@chilternway.org">blewis@chilternway.org</a>
<b>Assistant Head/SENCo DDSL</b>	Lynette Willis 01256 336 601 <a href="mailto:lwillis@chilternway.org">lwillis@chilternway.org</a>

<b>Bierton Campus</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager DSL</b>	Jo Dolder 07508 403 833 <a href="mailto:jdolder@chilternway.org">jdolder@chilternway.org</a>
<b>Head of Campus DDSL</b>	Alex Power 01296 622 157 <a href="mailto:apower@chilternway.org">apower@chilternway.org</a>

<b>Behaviour Support</b> DDSL	Natalie Knight 01296 622 157 <a href="mailto:nknight@chilternway.org">nknight@chilternway.org</a>
----------------------------------	---

<b>CWA Futures, Hampshire Academy</b>	
<b>Designated Safeguarding Lead</b> DSL	Alison Burney 07730 764 182 <a href="mailto:aburney@chilternway.org">aburney@chilternway.org</a>
<b>Acting Headteacher</b> DDSL	Sarah Stevens 01256 474 005 <a href="mailto:sstevens@chilternway.org">sstevens@chilternway.org</a>
<b>Outreach</b> DDSL	Sarah Gausden 01256 474 005 <a href="mailto:sgausden@chilternway.org">sgausden@chilternway.org</a>
<b>Deputy Academy Safeguarding, Welfare &amp; Attendance Manager</b> DSL	Rebecca Warr 07534 311 826 <a href="mailto:rwarr@chilternway.org">rwarr@chilternway.org</a>

<b>Harding House, Buckinghamshire Academy</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager</b> DSL	Laura Howard 07534 311 753 <a href="mailto:lhoward@chilternway.org">lhoward@chilternway.org</a>
<b>Head of Campus</b> DDSL	Ben Rowe 07747 631 367 <a href="mailto:browe@chilternway.org">browe@chilternway.org</a>

<b>Prestwood Campus, Buckinghamshire Academy</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager DSL</b>	Thomas Stibbs 07508 403 880 <a href="mailto:tstibbs@chilternway.org">tstibbs@chilternway.org</a>
<b>Head of Campus DDSL</b>	Stephen Tavender 07881007900 <a href="mailto:stavender@chilternway.org">stavender@chilternway.org</a>
<b>Assistant Head DDSL</b>	Chris Tofte 01296 622 157 <a href="mailto:ctofte@chilternway.org">ctofte@chilternway.org</a>
<b>MATCO DDSL</b>	Aylin Parker 01296 622 157 <a href="mailto:aparker@chilternway.org">aparker@chilternway.org</a>

<b>Sefton Park, Buckinghamshire Academy</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager DSL</b>	Laura Howard 07534 311 753 <a href="mailto:lhoward@chilternway.org">lhoward@chilternway.org</a>
<b>Head of Campus DDSL</b>	Hannah Moran 07538400387 <a href="mailto:hmoran@chilternway.org">hmoran@chilternway.org</a>

<b>Wendover Campus, Buckinghamshire Academy</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager DSL</b>	Louise Gabriel 07508 403 916 <a href="mailto:lgabriel@chilternway.org">lgabriel@chilternway.org</a>
<b>Safeguarding, Welfare &amp; Attendance Support DDSL</b>	Amy Greenlees 07534 311 871 <a href="mailto:agreenlees@chilternway.org">agreenlees@chilternway.org</a>
<b>Safeguarding, Welfare &amp; Attendance Support DDSL</b>	Kerry Nicholson 01296 622 157 <a href="mailto:knicholson@chilternway.org">knicholson@chilternway.org</a>
<b>Head of Campus DDSL</b>	Charlene Martin 01296 622 157 <a href="mailto:cmartin@chilternway.org">cmartin@chilternway.org</a>

<b>Wokingham, Hampshire Academy</b>	
<b>Safeguarding, Welfare &amp; Attendance Manager DSL</b>	Jackie McIlvenna 07939 365 776 <a href="mailto:jmcilvenna@chilternway.org">jmcilvenna@chilternway.org</a>
<b>Safeguarding, Welfare &amp; Attendance Support DDSL</b>	Katie Jackson 07494 293 151 <a href="mailto:kjackson@chilternway.org">kjackson@chilternway.org</a>
<b>Headteacher DDSL</b>	Lauren Fessey 01296 622 157 <a href="mailto:lfessey@chilternway.org">lfessey@chilternway.org</a>
<b>Interim Headteacher DDSL</b>	Mike Eaton 01296 622 157 <a href="mailto:meatone@chilternway.org">meatone@chilternway.org</a>

## Appendix B

### Local Authority Contacts

<b>Berkshire</b>
<p><b>Safeguarding Children Partnerships</b></p> <p><a href="#"><u>Berkshire West Safeguarding Children Partnership</u></a> (Reading, Wokingham &amp; West Berkshire) The BWSCP does not deliver direct services but is there to make sure that the services provided in the local area effectively safeguard and promote the welfare of children</p> <p><a href="#"><u>Bracknell Forest Local Safeguarding Children Board</u></a> The Board brings together senior and operational staff within local organisations to help co-ordinate services and make certain they work together to keep children safe from harm.</p> <p><a href="#"><u>Royal Borough of Windsor and Maidenhead Safeguarding Partnership</u></a> Our arrangements are designed to encourage the best safeguarding practice across the Royal Borough by providing clear, consistent and high quality advice and information to protect both children and adults from harm.</p>

**Referral and Assessment Team**

Referrals to social care, early help and multi agencies, including children with disabilities.  
Referrals are assessed by the team and to check the seriousness and urgency of the concerns.

**Bracknell** T: 0118 937 3641  
Out of hours : 01344 352 005

**Reading** T: 0118 937 3641  
E: [cspoa@brighterfuturesforchildren.org](mailto:cspoa@brighterfuturesforchildren.org)

**Royal Borough of Windsor & Maidenhead**  
T: 01628 683 150 Option 4

**West Berkshire** T: 01635 503 090  
E: [child@westberks.gov.uk](mailto:child@westberks.gov.uk)  
Out of hours T: 01344 351 999  
Out of hours E: [edt@bracknell-forest.gov.uk](mailto:edt@bracknell-forest.gov.uk)

**Wokingham** T: 0118 908 8002  
E: [triage@wokingham.gov.uk](mailto:triage@wokingham.gov.uk)  
Out of hours : 01344 786 543

***If you are concerned for the immediate safety of a child, please contact the police on 999***

**Local Authority Designated Officer (LADO)**

The LADO gives advice and guidance to employers and others who are concerned about an adult who works with children including volunteers and agency staff.

**Bracknell Forest**  
T: 01344 351 572

**Reading**  
T: 0118 937 2684  
E: [LADO@brighterfuturesforchildren.org](mailto:LADO@brighterfuturesforchildren.org)

**Royal Borough of Windsor & Maidenhead**  
T: 07774 332 675  
E: [LADO@achievementforchildren.org.uk](mailto:LADO@achievementforchildren.org.uk)

**West Berkshire**  
E: [LADO.LADO@westberks.gov.uk](mailto:LADO.LADO@westberks.gov.uk)

**Wokingham**  
E: [LADO@wokingham.gov.uk](mailto:LADO@wokingham.gov.uk)

**PREVENT**

Prevent referrals should be made via the local authority using the [National Prevent referral form](#)  
National Prevent advice line T: 0800 011 3764

**Bracknell Forest**

MASH Team T: 01344 352005  
E: [mash@bracknell-forest.gov.uk](mailto:mash@bracknell-forest.gov.uk)

**Reading**

[Referral Form Reading](#)

T: 0118 937 3641 (01344 786 543 out-of-hours emergencies only)  
Prevent National Referral Form E: [preventreferralsreading@thamesvalley.pnn.police.uk](mailto:preventreferralsreading@thamesvalley.pnn.police.uk)

**Royal Borough of Windsor & Maidenhead**

T: 01628 683 150 Option 4

**West Berkshire**

[Referral Pathway and Form West Berkshire](#)

T: 01635 519 056  
Prevent National Referral Form E: [preventreferralswestberkshire@thamesvalley.pnn.police.uk](mailto:preventreferralswestberkshire@thamesvalley.pnn.police.uk)

**Wokingham**

[Referral Form Wokingham](#)

T: 0118 974 6371  
Prevent National Referral Form E: [preventreferralswokingham@thamesvalley.pnn.police.uk](mailto:preventreferralswokingham@thamesvalley.pnn.police.uk)

[Wokingham Schools Hub](#) School bulletin, Safeguarding links, A-Z guide to information and services

**Buckinghamshire**

[Buckinghamshire Safeguarding Children Partnership](#) (BSCP)

**Education Safeguarding Advisory Service**

ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.

T: 01296 383 293

**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.

T: 01296 383 962 Out of hours T: 0800 999 7677

**Local Authority Designated Officer (LADO)**

The 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

T: 01296 382 070  
E: [secure-LADO@buckinghamshire.gov.uk](mailto:secure-LADO@buckinghamshire.gov.uk)



<p>The Bucks <a href="#">LADO Referral Form</a> should be sent to E: <a href="mailto:secure-LADO@buckinghamshire.gov.uk">secure-LADO@buckinghamshire.gov.uk</a>  A copy of the referral should be sent to First Response:  <a href="mailto:securecypfirstresponse@buckinghamshire.gov.uk">securecypfirstresponse@buckinghamshire.gov.uk</a></p>
<p><b>PREVENT</b>  Prevent referrals should be made via the local authority using the <a href="#">National Prevent referral form</a>  National Prevent advice line T: 0800 011 3764</p> <p style="text-align: center;"> <a href="#">Buckinghamshire</a>  T: 0800 137 915  Out of hours: 0800 999 7677  E: <a href="mailto:ascfirstresopnse@buckinghamshire.gov.uk">ascfirstresopnse@buckinghamshire.gov.uk</a> </p>
<p><a href="#">Bucks Family Information Service</a>  Information for families on a range of issues including childcare, finances, parenting and education. T: 01296 383293</p>
<p><a href="#">Schools Web</a> School bulletin, Safeguarding links, A-Z guide to information and services</p>

<p><b>Hampshire</b></p>
<p><a href="#">Hampshire Safeguarding Children Partnership</a> (HSCP) – Procedures, policies and practice guidelines</p>
<p><b>Hampshire County Council</b>  Hampshire Children’s Services process all new referrals to social care. 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. Hampshire Children’s Services will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p> <p>T: 0300 555 1384  Out of hours: 0300 555 1373</p>
<p><b>Local Authority Designated Officer (LADO)</b>  The LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Hampshire on either a paid or voluntary basis</p> <p style="text-align: center;"> <a href="#">Hampshire</a>  T: 01962 876364  E: <a href="mailto:LADO@hants.gov.uk">LADO@hants.gov.uk</a> </p>
<p><b>Prevent</b>  Prevent referrals should be made via the local authority using the <a href="#">National Prevent referral form</a>  National Prevent advice line T: 0800 011 3764</p> <p style="text-align: center;"> <a href="#">Hampshire</a>  Anti-Terrorist Hotline T: 0800 789 321 </p>

## Hertfordshire

[Hertfordshire Safeguarding Children Partnership \(HCSP\)](#) has been set up so that all agencies and organisations who work with children and young people work together to keep children safe.

### Children's Services

T: 0300 123 4043

[Reporting concerns online](#)

**Families First** is the term used in Hertfordshire for services that work together to support families who need extra help. These are also known as early help services.

<https://www.hertfordshire.gov.uk/microsites/families-first>

### Local Authority Designated Officer (LADO)

The LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Hertfordshire

[Hertfordshire](#)

T: 0300 123 4043

E: [LADO.Referral@hertfordshire.gov.uk](mailto:LADO.Referral@hertfordshire.gov.uk)

### PREVENT

Prevent referrals should be made via the local authority using the [National Prevent referral form](#)  
National Prevent advice line T: 0800 011 3764

Contacts by district or borough council:

- Broxbourne: [community.safety.inbox@broxbourne.gov.uk](mailto:community.safety.inbox@broxbourne.gov.uk)
- Dacorum: [communitysafetyandsafeguarding@dacorum.gov.uk](mailto:communitysafetyandsafeguarding@dacorum.gov.uk)
- East Herts: [community.safety@eastherts.gov.uk](mailto:community.safety@eastherts.gov.uk)
- Hertsmere: [partnership.support@hertsmere.gov.uk](mailto:partnership.support@hertsmere.gov.uk)
- North Herts: [safeguarding@north-herts.gov.uk](mailto:safeguarding@north-herts.gov.uk)
- St Albans: [neil.kieran@stalbans.gov.uk](mailto:neil.kieran@stalbans.gov.uk)
- Stevenage: [safeguarding@stevenage.gov.uk](mailto:safeguarding@stevenage.gov.uk)
- Three Rivers: [partnerships@threerivers.gov.uk](mailto:partnerships@threerivers.gov.uk)
- Watford: [envhealth@watford.gov.uk](mailto:envhealth@watford.gov.uk)
- Welwyn Hatfield: [riskandresilience@welhat.gov.uk](mailto:riskandresilience@welhat.gov.uk)

<b>Oxfordshire</b>	
<a href="#"><u>Oxfordshire Safeguarding Children Board</u></a>	
<b>Multi-Agency Safeguarding Hub (MASH)</b> Is the front door to Children’s Social Care for all child protection and immediate safeguarding concerns.	T: 0345 050 7666 Emergency Duty Team: 0800 833 408
<b>Local Authority Designated Officer (LADO)</b> The LADO is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Oxfordshire  <a href="#"><u>Oxfordshire</u></a> T: 01865 810 603 E:Lado.safeguardingchildren@oxfordshire.gov.uk	
<b><a href="#"><u>PREVENT</u></a></b> Prevent referrals should be made via the local authority using the <a href="#"><u>National Prevent referral form</u></a> National Prevent advice line T: 0800 011 3764  National Prevent advice line T: 0800 011 3764 T: 0345 050 7666 – Ask for the MASH Team The National Prevent Referral Form E: <a href="mailto:preventreferrals@thamesvalley.pnn.police.uk"><u>preventreferrals@thamesvalley.pnn.police.uk</u></a>	

<b>Other contacts</b>	
<b>Police</b>	T: 101 T: 999 in case of emergency
<b>Children Adolescent Mental Health Service (CAMHS)</b>	<b>Berkshire</b> : 0300 365 1234 <b>Buckinghamshire</b> : 01865 901 951 Hampshire: 02382 317 912 <b>Hertfordshire</b> : 0800 : 6444 101 <b>Oxfordshire</b> : 01865 902 515
<a href="#"><u>NSPCC</u></a>	0800 800 5000
<a href="#"><u>Childline</u></a>	0800 11 11
<a href="#"><u>Kidscape</u></a> Parent Advise Line (Bullying)	0207 823 5430 Mon – Weds 9.30am – 2.30pm
Female Genital Mutilation Helpline (NSPCC) <a href="#"><u>NSPCC FGM Helpline</u></a>	0800 028 3550 <a href="mailto:fgmhelp@nspcc.org.uk"><u>fgmhelp@nspcc.org.uk</u></a>
<a href="#"><u>Samaritans</u></a>	116 123

Forced Marriages Unit - Foreign and Commonwealth Office <a href="https://www.gov.uk/forced-marriage">Forced marriage - GOV.UK</a>	020 7008 0151 <a href="mailto:fmf@fco.gov.uk">fmf@fco.gov.uk</a>
<a href="#">Crimestoppers</a>	0800 555 111
<a href="#">CEOP</a> (Child Exploitation and Online Protection)	
<a href="#">Kooth</a> Free, safe and anonymous mental wellbeing support	

## Appendix C

### Local Threshold Documents

[Berkshire West Safeguarding Children Partnership Threshold Guidance](#)

[Buckinghamshire Threshold Document](#)

[Hampshire and Isle of Wight Threshold Charts](#)

[Hertfordshire Continuum of Needs](#)

[Oxfordshire Continuum of Needs](#)

## Appendix D

### Child Protection and Safeguarding

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 who to speak to 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 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

Physical abuse is when someone physically hurts or harms a child, in any way on purpose. It may include: hitting, shaking, biting, punching, throwing, poisoning, burning or scalding, drowning,

suffocating, or it may also include making up the symptoms of an illness, or causing a child to become unwell.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child and can involve deliberately trying to scare, humiliate, isolate or ignore a child. It may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It could be making the child the subject of jokes, shouting at them, name calling, blaming or scapegoating them. A child may be made to perform degrading acts, be controlled, not have a say and not allowed to have friends. These may include overprotection and limitation of exploration and learning. 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**

Sexual abuse is when a child is forced or tricked into sexual activities, whether or not the child is aware of what is happening. There are two types of sexual abuse; contact and non-contact. Contact can involve sexual touching (clothed or unclothed) of any part of the body, penetration or rape using a body part or object, taking part in sexual activities, kissing, touching someone else, undressing or oral sex. Non-penetrative acts include kissing, rubbing and touching outside of clothing. Non-contact activities include children being forced to make, view and/or share child abuse images/videos, 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. The **Brook Sexual Behaviours Traffic Light Tool** can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic needs and is the most common form of abuse. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may be: Physical: Basic needs - failure to provide adequate food, clothing and shelter (including exclusion from home or abandonment). It can be the failure to protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate caregivers)

Educational: Failure to ensure a child has an education

Emotional: Lack of nurture and stimulation, being ignored or isolated

Medical: Failure to ensure access to appropriate medical (and dental) care or treatment.

### **Exploitation**

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

### **Child Criminal Exploitation (CCE)**

As set out in the [Serious Violence Strategy](#) published by the Home Office, It is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 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. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

### **Child Sexual Exploitation (CSE)**

Sexual abuse 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 clothing. It may include non- contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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 child or young person (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 above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

[Child sexual exploitation: guide for practitioners](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery.

[Victims of modern slavery – frontline staff guidance](#)

### **Child on child sexual violence**

The Sexual Offences Act 2003 describes sexual offences, which is what sexual violence refers to, as:

- Rape – Penetration of the vagina, anus or mouth without consent
- Assault by Penetration – Penetration of the vagina or anus by a body part or anything else, where the penetration is sexual and there is no consent.
- Sexual Assault – Intentional (sexual) touching of another who has not consented. Sexual assault covers a wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute as sexual assault.
- Causing someone to engage in sexual activity without consent – This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

### **Child on child sexual harassment**

Sexual harassment means 'unwanted conduct of a sexual nature'

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearances and calling someone sexualised names
- Sexual 'jokes' or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Upskirting (this is a criminal offence) and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Consensual or non-consensual sharing of nude or semi-nude images and/or videos. (Taking and sharing nude photographs of under 18s is a criminal offence).

- Sharing of unwanted explicit content ○ Sexualised online bullying ○ Unwanted sexual comments and messages, including, on social media ○ Sexual exploitation; coercion and threats, and
- Coercing others into sharing images of themselves or performing acts they're not comfortable with online

### **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**

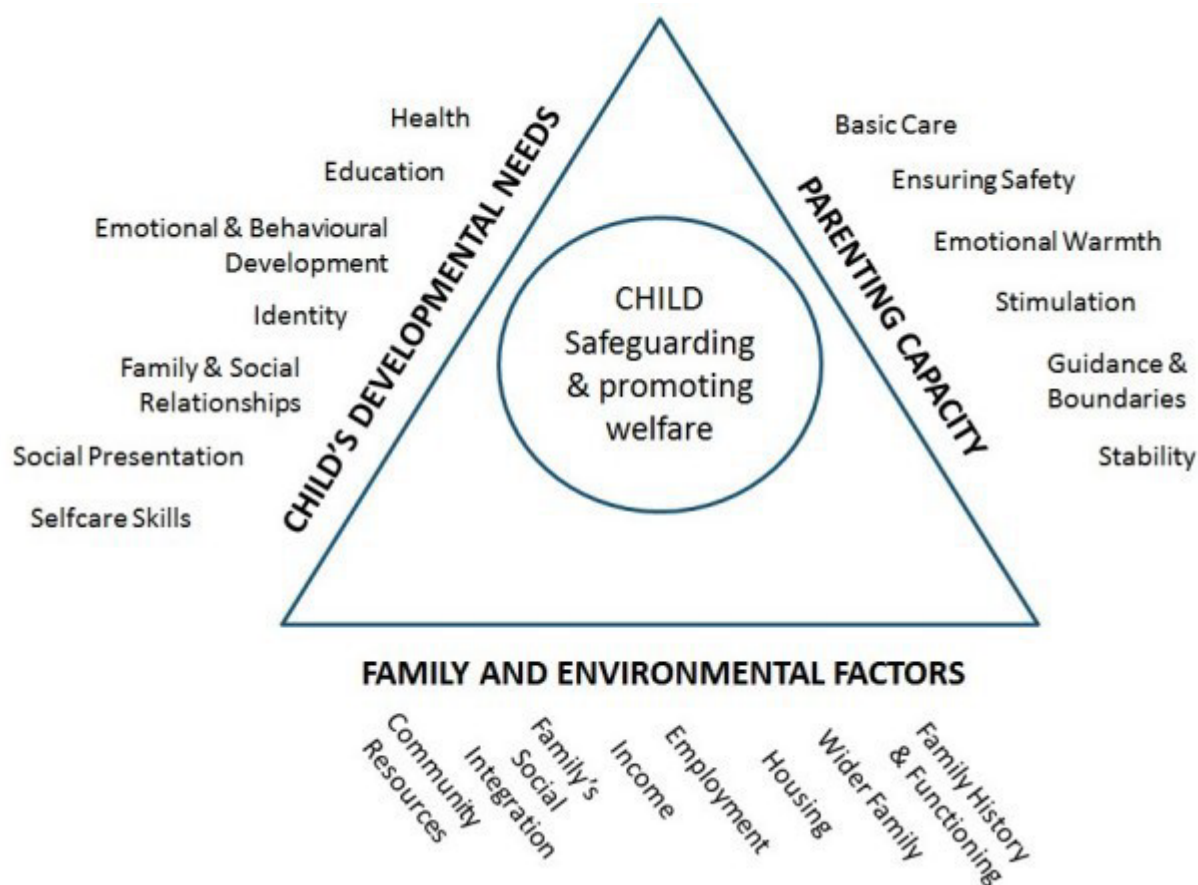
County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of “deal lines”.

Exploitation is an integral part of the county lines offending model with children 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. Children 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. Children 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. Children 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 child 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.



**Assessment Framework** (from Working Together to Safeguard Children, 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.