

Policy document control box	
Policy title	Safeguarding and Child Protection
Policy owner (including job title)	Kelly Ellis (Head of Safeguarding)
Version	1.02
RBAir approving body	Red Balloon of the Air Trustees
Date of meeting when version approved	Sept 2023
Date of next review	Sept 2024
Signed by Headteacher	
Date signed	
Signed by Chair of Trustees	
Date signed	
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1. Purpose

Red Balloon of the Air (RBAir) is committed to meeting all legislative requirements regarding 'keeping children safe' and complying with all relevant guidance and, therefore, to ensuring that all RBAir students are safe at all times, both physically and emotionally.

RBAir staff will always consider the 'best interests of the child' in all areas of practice.

We work to ensure that the practice of all staff is of the very highest standard, and that, should there be concerns regarding a student's welfare or safety as a result of events in their home or their community, staff feel confident as to how to respond to those concerns.

Further, we seek to ensure that no student is exposed to materials or persons that are likely to lead to that young person becoming radicalised. RBAir is clear that radical/extreme views may come from a range of sources: staff aim to protect RBAir students from any source that encourages extreme views, acts of violence or destruction.

2. Scope

Child Protection is the legal responsibility of every individual who works or volunteers (in any capacity) for RBAir.

3. Policy statement and provision

The Red Balloon Educational Trust and RBAir fully recognise the responsibility they have under section 157/175 of the Education Act 2002 to have robust arrangements in place to safeguard and promote the welfare of students.

This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education, updated September 2023. We ensure that all staff are made aware of their duties and responsibilities under part one of this document, initially during all-staff safeguarding training in September.

In our September safeguarding training, staff read the above document together with 'Annex B' of Keeping Children Safe in Education, 2023 and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015) if they are working directly with children. (For those staff who do not work directly with children or where English is a second language, Annex A may be issued instead.)

Through their day-to-day online or in-person contact with students and direct work with families all RBAir staff have a responsibility to:

- identify concerns early to prevent them from escalating;
- provide a safe environment in which children can learn;

- identify children who may benefit from early help;
- know what to do if a child tells them s/he is being abused or neglected;
- follow the referral process if they have a concern.

This policy sets out how managers at RBAir will discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are provided for by the charity. The policy applies to **all** staff and volunteers, paid and unpaid, working anywhere within the organisation, including trustees and governors. Support staff, volunteers and administrators as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

This policy is consistent with Safeguarding Children Partnership Board procedures.

Policy Elements

There are four main elements to the policy:

PREVENTION through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

PROCEDURES for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the four categories of abuse are attached (see appendix A).

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

Processes are followed to ensure that all staff (and volunteers) engaged to work for RBAir are 'suitable' for the task, i.e. they pose no threat to the welfare, health or safety of young people referred to the organisation.

This policy is available to parents on request, is on our staff intranet (Staff Hub) and is posted on the charity's website. It is only available in English (language), but should a parent or carer require linguistic support to access the policy, the Designated Safeguarding Lead (DSL) will liaise with the local authority to ensure appropriate support is made available.

A. PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

RBAir will therefore:

- establish and maintain an environment where children feel safe in both the real and the virtual world - all students are encouraged to talk openly and are listened to;

- ensure children know that there are trusted adults in the organisation that they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;
- build strong professional relationships with the families and carers of our students to support communication, understanding and to encourage regular attendance. RBAir will understand the context of our students' circumstances and recognise that missing from school, including historic episodes, and absences from school (including online sessions) can be signals of greater vulnerability to risk;
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real and the virtual world;
- ensure all students know who to turn to for help should they need it;
- tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;
- incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality;
- provide a preventative education that prepares students for life in modern Britain, creating a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This is underpinned by our behaviour policy, as well as PSHEE/RSE, mentoring and other timetabled sessions. Any prejudice-related incidents will be responded to in accordance with our Anti Bullying Policy and our Equality and Inclusion Policy;
- incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, in person and online, including how to:
 - determine whether other children, adults or sources of information are trustworthy:
 - judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and,
 - how to seek help or advice, including reporting concerns about others, if needed.
 - The characteristics of positive and healthy friendships
 - That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable
 - About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
 - What to do and where to get support to report material or manage issues online
 - The impact of viewing harmful content

- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).
- include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly regarding childcare and parenting skills;
- ensure that specific guidance regarding safeguarding, including online safety is included within PSHEE (personal, social, health and economic education) and RSE (relationships and sex education).

The teaching of 'online safety' forms part of each student's induction to RBAir and it is an intrinsic part of our PSHEE curriculum, with stage appropriate lessons that address it as an ongoing theme. It will also run throughout the work of all staff through the curriculum offered and advice to and ongoing conversations with students around the best ways to make use of all the benefits of technology without placing themselves at risk of harm.

As part of their responsibility to safeguard and promote the welfare of students and provide them with a safe environment in which to learn, governors and trustees will ensure RBAir staff receive training on the expectations, applicable roles and responsibilities in relation to the filtering and monitoring of electronic content across RBAir devices and networks. RBAir currently holds Cyber Essentials certification and uses Smoothwall safeguarding software designed to meet filtering and monitoring requirements. The DSL will liaise with IT services to ensure that RBAir remains confident that its approach is safe, effective and compliant.

Induction and ongoing training

All staff will be taken through a comprehensive induction process in which safeguarding and child protection is a key element. **No member of staff will engage in regulated activity until they have completed this process.** As part of that process staff will be required to read, and sign to say that they have read and will implement the requirements of chapter one of Keeping Children Safe in Education, September 2023, together with 'Annex A' of that document, along with:

- Chapter One of Working Together to Safeguard Children, July 2018
- RBAir's Safeguarding and Child Protection policy
- Whistleblowing policy
- Behaviour for Learning policy
- Staff Code of Conduct.

All staff will complete Level One child protection training and Prevent training during their induction and will update that training as required and at least annually. The organisation will

ensure that all staff are updated with any changes to required practice (local or national) through electronic updates.

Through appropriate training, the organisation will ensure that all staff are aware of the need to recognise when children are in need or at risk, are able to distinguish between the two categories, and understand what course of action should be taken when a child is deemed to come into either category.

CIN (child in need)

If staff members have any concerns about a child (as opposed to a child being in immediate danger), they will need to decide what action to take. They should report their concern using the agreed internal process (currently the online system MyConcern) and whenever possible there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services, and these should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

Child at Risk

If a child is deemed to be at risk of *immediate* harm, then the DSL must be notified and s/he must make an immediate referral to social care or to the police: should the DSL or a DP not be immediately available, the person aware of the situation must make the referral and inform the member of SLT on duty.

Keeping Children Safe in Education, September 2023, definitions:

A child in need:

“is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Children in need may be assessed under section 17 of the Children Act 1989”.

Child at Risk:

A child at risk is one who is in immediate danger of harm.

Keeping Children Safe in Education (September 2023) guidance:

“All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments”.

There is additional information about children who may especially benefit from early help:

“Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care”.

Below is a list of Early Help processes that could be followed:

- managing any support for the child internally via the Red Balloon of the Air’s own pastoral support processes;
- an early help assessment;
- a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm.”

Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos;
- 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;
- upskirting - part of the Voyeurism (Offences) Act, April 2019) and
- initiation/ hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

RBAir will therefore:

- Reinforce the Red Balloon philosophy and ethos of kindness and respect;
- Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

- Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter'.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE) within our PSHEE sessions including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures.
- Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. RBAir ensures that these children have a trusted adult in the provision to talk to.
- Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.
- The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may be displaying sexually harmful behaviours, may have experienced sexual violence or sexual harassment or other forms of sexual abuse.

RBAir is mindful of the advice in the Safer Corridors Toolkit developed by the Cambridgeshire PHSE Service which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

Dealing with Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same educational provision. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Red Balloon of the Air will:

- Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's Child Sexual Abuse Assessment Tool if there is a concern that a young person may have experienced sexual violence or sexual harassment or other forms of sexual abuse.
- Liaise closely with external agencies, including police and social care, when required.
- Refer to 'Keeping Children Safe in Education - Part Five', 2023, 'for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

B. PROCEDURES

RBAir staff will work with each relevant Children's Advice and Duty Service (CADS) and follow procedures required by them.

The nominated RBET/RBAir trustee for safeguarding and child protection is: Carrie Herbert carrie.herbert@rbet.ac

The Red Balloon Educational Trust trustees shall appoint a senior member of the central services staff to act as consultant DSL to all Red Balloon Centre DSLs. The RBET appointed DSL is:

Rob Watson (Director of Education) robert.watson@rbet.ac 07877 857656

The Red Balloon of the Air lead for safeguarding and child protection is:

Kelly Ellis kelly.ellis@rbair.org.uk

Tel: 01223 354 338 Mobile: 07760727600

The following members of RBAir staff are also trained to designated person standard:

Michelle Williams michelle.williams@rbair.org.uk

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Hannah Curry hannah.curry@rbair.org.uk

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Liz Smart liz.smart@rbair.org.uk

Red Balloon of the Air uses the 'MyConcern' management information system. All staff are trained in the use of this system as part of their induction and updated as necessary. Staff are required to log a concern immediately or at the first available opportunity. That concern will immediately be flagged up to the Centre DSL who will take appropriate action.

RBAir will:

- appoint a senior member of staff from the leadership team to the role of Designated Safeguarding Lead (DSL) - presently Kelly Ellis, Head of Safeguarding;
- ensure that the DSL takes lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated;
- ensure that the roles of DSL and DP are explicit in the role holders' job descriptions; (as per Keeping Children Safe in Education 2023 Annex C).
- ensure that the DSL has the appropriate status and authority within the provision to carry out the duties of the post;
- give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters (see Keeping Children Safe in Education 2023 Annex C);
- ensure that the DSL and deputies have undertaken the required training and that this training is updated **at least every two years**;

- ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills (e.g. via bulletins, meetings, additional training or further reading) **at least annually**;
- ensure that DSLs across all parts of RBAir have access to peer support through a weekly Safeguarding meeting and our staff supervision process;
- ensure that every member of staff, paid or unpaid, and the members of the trustee group know(s) who the designated personnel are and the procedures for passing on concerns - this is a key element of our induction process;
- ensure that the DSL or DDSL are available (during provision hours, during term-time) to discuss any safeguarding concerns - should there be some unavoidable reason (e.g. multiple illnesses) where there is not a trained person on site, staff should contact the RBAir office who will ensure that a person trained to DSL level or a member of SLT makes contact with the appropriate member of staff;
- ensure that all staff are aware that they may make direct contact with the appropriate Children's Advice and Duty Service (CADS);
- Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- nominate a trustee for safeguarding and child protection and ensure that person undertakes appropriate training,
- ensure every member of staff and every trustee/governor knows:
 - the name of the designated person/s and their role;
 - how to identify the signs of abuse and neglect understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
 - that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
 - how to pass on and record concerns about a student;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation and for referring safeguarding concerns to the DSL/DDSLs;
 - what is meant by, and the importance of, showing professional curiosity;
 - that they have a responsibility to provide a safe environment in which children can learn;
 - where to find the Multi-agency procedures on the relevant CADS website;
 - their role in the early help process;
 - the process for making referrals to children's social care;
 - The process for reporting issues children who are absent from education, particularly on repeat occasions and/or prolonged periods.
 - the role of filtering and monitoring and the and the process for reporting issues

- Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively;
 - how to use the 'My Concern' management information system effectively.
- ensure all staff members undergo safeguarding and child protection training at induction (as described on p4 of this policy);
 - ensure that staff training is regularly updated and that, in addition to this training, all staff members receive regular safeguarding and child protection updates as required **but at least annually**;
 - Ensure that **all** staff, recognise their duty and feel able to raise concerns about poor or unsafe practice regarding children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.
 - ensure staff are aware that they do not need parental / carer permission before making a referral;
 - ensure that parents / carers are informed of the responsibility placed on the provision and staff in relation to child protection by setting out these duties on the website and informing the parents / carers during initial interviews;
 - ensure that this policy is available publicly via RBAir's section of the Red Balloon website.
 - Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and provision and leadership staff.

In any situation where any student is educated 'off site', RBAir and the provider will have clear procedures about managing safeguarding concerns between them. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by RBAir.

Liaison with Other Agencies

As described in Keeping Children Safe in Education, 2023, there are revised requirements for multi-agency working. "Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Students. It is especially important that schools and colleges understand their role in the new safeguarding partner arrangements."

The three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local

authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local students, including identifying and responding to their needs.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of students. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement the three safeguarding partners consider may be required to safeguard and promote the welfare of students with regard to local need. The three safeguarding partners must set out in their published arrangements which organisations and agencies they will be working with, and the expectations placed on any agencies and organisations by the new arrangements.

The DSL will ensure that the requirement for students to have an Appropriate Adult present during police investigations is upheld. Further information can be found in the Statutory guidance - PACE Code C 2019.

The DSL and safeguarding trustee will ensure that they are fully conversant with the plans of the new safeguarding partners.

RBAir will:

- work to develop effective links with relevant services to promote the safety and welfare of all students;
- co-operate as required, in line with Working Together to Safeguard Children, July 2018, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;
- notify the relevant Social Care Unit immediately if:
 - ❑ it should decide to exclude a student who is subject to a child protection plan (whether fixed term or permanently);
 - ❑ there is an unexplained absence of a student who is subject to a child protection plan;
 - ❑ there is any change in circumstances to a student who is subject to a child protection plan.
- ensure that, when a student who is subject to a child protection plan moves to another provider, information is transferred to the new provider immediately and the DSL will also ensure that all involved agencies and the CADS are informed.

Record Keeping

RBAir will:

- keep clear, detailed, accurate, written (or online) records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;

- these records will be held on the 'My Concern' management information system (purpose built and secure);
- ensure all relevant child protection records are sent to the receiving provision or establishment when a student moves provisions in accordance with Keeping Children Safe in Education, September 2023, and the 'Education Child Protection Record Keeping Guidance' - the DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving;
- make parents/carers aware that such records exist except where to do so would place the child at risk of harm;
- ensure all actions and decisions are led by what is considered to be in the best interests of the child.

Confidentiality and information sharing

The General Data Protection Regulation, 2018, does not prevent provision staff from sharing information with relevant agencies, where that information may help to protect a child.

We will:

- ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately;
- ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children (as set out in Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018);
- ensure that if a member of staff receives a Subject Access Request (under the GDPR 2018) from a student or parent, they will refer the request to the DSL or Head of Centre;
- ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead will:

- disclose information about a student to other members of staff on a 'need to know' basis and relevant considering what is necessary, proportionate. - parental consent may be required;
- aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm - information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner;
- record when decisions are made to share or withhold information, who information has been shared with and why (see Working Together to Safeguard Children, July 2018);

- In cases where the ‘serious harm test’ is met, educational provisions must withhold providing the data in compliance with schools’ obligations under the Data Protection Act 2018 and the GDPR. Where in doubt provisions should seek independent legal advice.
- seek advice about confidentiality from outside agencies if required (see Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018).

Communication with Parents/Carers

RBAir will:

- ensure that parents/carers are informed of the responsibility placed on the provision and staff in relation to child protection by setting out its duties on the organisation’s website;
- undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action;
- seek advice from Social Care if the Centre believes that notifying parents could increase the risk of harm to the child - particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury;
- record what discussions have taken place with parents or if a decision has been made not to discuss it with parents for example if the provision/school/ college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, and record the reasons why - records may subsequently be disclosable to relevant partner agencies if child protection proceedings commence.

C. SUPPORTING CHILDREN

RBAir recognises that **any** child may be subject to abuse under the categories of sexual, physical, emotional or neglect and 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 and RBAir staff must support all children by:

- providing curricular opportunities to encourage positive self-esteem and self-efficacy;
- creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community;
- applying RBAir’s Behaviour for Learning policy effectively - staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the student’s sense of self-worth;
- ensuring that all students know that some behaviours are unacceptable, hence not tolerated, but that they will always be treated respectfully by staff regardless of their behaviour;

- knowing that behaviour is a form of communication, de-escalating challenging situations online or in person, and giving learners a chance to reflect upon and communicate their underlying needs;
- liaising with other agencies that support young people such as Social Care, Child and Adolescent Mental Health Services (CAMHS), Sexual Behaviour Services or Early Help (Targeted Support) teams;
- promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

RBAir recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 9 of Keeping Children Safe in Education, 2023 for the complete list. The list includes:

Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

RBAir recognises that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Staff will be encouraged to be particularly aware of the likelihood of abuse in the lives of these children.

As part of the PSHEE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

RBAir has students who may have communication difficulties and we are aware that they are vulnerable to abuse because they are not always able to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, we will provide additional training to staff in the use of other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

RBAir recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

Staff will seek to identify young carers and offer additional support internally. They will liaise with external agencies as appropriate and refer to Social Care if such referral appears appropriate / supportive.

Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of abuse. It may take many forms, but invariably involves adults or other children encouraging / forcing / bribing children to engage in criminal activity on their behalf e.g. drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if the activity appears to be consensual.

Staff will be trained to be aware of child criminal exploitation to include developments in 'County Lines' activity, and will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's [Exploitation Risk Assessment and Management Tool](#) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

RBAir recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see below).

Children Frequently Absent from Education

When a child is absent from education, particularly repeatedly, that should act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation, modern slavery child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM (female genital mutilation) or forced marriage.

RBAir monitors and follows up on the attendance of individual students closely, as outlined in its Attendance Policy, works to support regular attendance, and analyses patterns of absence to aid early identification of concerning patterns of absence.

RBAir aims to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, RBAir follows Children Missing Education guidance. Centres will inform the Education Welfare Service and Social Care if a child is subject who is absent from education to a Child Protection Plan or there have been ongoing concerns.

Fabricated / Induced Illness (FII)

FII is a rare form of child abuse. It occurs when a parent or carer, exaggerates or deliberately causes symptoms of illness in the child and understands that it is a form of child abuse. RBAir will:

- ensure that the designated safeguarding lead is trained to recognise and respond appropriately should suspicions arise, promote awareness of FII through training and access to resources;
- ensure that the signs and indicators are known and recognised by staff and that unexplained absences are recorded and explored further;
- ensure that, where appropriate, pupils are encouraged to seek help and support about concerns they may have;
- ensure that all staff are aware that any suspicions should be reported to the designated safeguarding lead;
- understand that sharing information with parents or carers may not be appropriate and ensure that decisions of this nature are made by Children's Social Care or the police.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reports of their substance misuse are not necessarily sufficient of itself to initiate child protection proceedings, but RBAir will consider such action when there is evidence or reasonable cause to:

- believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- believe the young person's substance related behaviour is a result of abuse or pressure or incentives from others, particularly adults; or where:
 - the misuse is suspected of being linked to parent/carer substance misuse;
 - the misuse indicates an urgent health or safeguarding concern;
 - the child is perceived to be at risk of harm through any substance associated criminality.

Children at Risk of Child Sexual Exploitation

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

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Sexual exploitation can take many different forms from a seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The DSL will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of sexual exploitation.

Young people who go missing can be at increased risk of sexual exploitation, hence RBAir has procedures in place (described above) to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At Red Balloon of the Air we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council/Peterborough City Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

Should staff become aware that any of the following factors are present:

- use of the family resources to finance the parent's / parents' dependency, characterised by inadequate food, heat and clothing for the children;
- exposure of the young person to unsuitable caregivers or visitors eg customers or dealers;
- the effects of alcohol on parents/carers leading to an inappropriate display of sexual and/or aggressive behaviour;
- drug and / or alcohol use by parents/carers leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- disturbed moods on the part of parents/carers as a result of withdrawal symptoms or dependency;
- unsafe storage of drugs and/or alcohol or injecting equipment in the home;
- drugs and/or alcohol having an adverse impact on the growth and development of an unborn child...

then referral will be made to the appropriate LSCB.

Children Living with Domestic Abuse

Domestic Abuse Act 2021 applies to those aged 16 or over. is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

Where there is domestic abuse in a family, the children will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic abuse can also affect children in their personal relationships as well as in the context of home life.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Staff will be trained to be vigilant to signs of domestic abuse and will always refer to appropriate agencies should they consider that there is evidence of such abuse taking place. The DSL will either engage in specific training regarding domestic abuse or ensure another member of staff is appropriately trained.

RBAir will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Children at risk of 'Honour- Based' Abuse (HBV) including Female Genital Mutilation (FGM) and Forced Marriage

The term 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or 'defend the honour' of a family and/or community, including breast ironing, female genital mutilation and forced marriage. DSLs will ensure that all staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow appropriate procedures.

The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

Schools/provisions will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Where there is any indication that a child is at risk of FGM, or where FGM is suspected to have been carried out, staff will take action in accordance with the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make a referral to Social Care

immediately. In such cases parents will not be informed before advice is sought and the case will still be referred to Social Care.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in children (ie those under the age of 18) to the police. Teachers and other staff should still consider and discuss any such case with the DSL and involve Social Care as appropriate, but the member of staff will personally report to the police that they believe that an act of FGM has been carried out.

Children 'looked after' by the local authority

RBAir recognises that looked after children may be more vulnerable to abusive behaviour from others and may have additional needs resulting from their life experiences. RBAir will liaise with local authority virtual schools for looked after children and work with local authority staff to ensure children are supported and 'kept safe' wherever possible. RBAir will work with carers as they would with all parents to ensure 'wrap around' support.

Children who have returned home to their family from care

RBAir recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern.

Children showing signs of Abuse and/or Neglect

Abuse or neglect will almost certainly have an adverse impact on those children who experience it. This may last into adulthood unless there is appropriate intervention and support. Educational provision may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may subsequently behave in ways that are challenging and defiant or passive and withdrawn. RBAir recognises that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

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

The organisation will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are given in Appendix A.

Children at Risk of Radicalisation

RBAir recognises that children are susceptible to extremist ideology and radicalisation and that protecting children from this risk forms part of the organisation's safeguarding response.

RBAir management will ensure that all DSLs and safeguarding trustees have undertaken Prevent awareness training and that all staff receive training about their Prevent duty.

Through appropriate training we will ensure that staff are alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation must be referred to the DSL in the usual way. If appropriate, the DSL will make a Channel referral.

Further information is available in The Prevent Duty, Departmental Advice for Schools and Childcare Providers, June 2015, and Revised Prevent Duty Guidance: for England and Wales, July 2015.

The following member of staff is the RBAir Prevent Lead and has undertaken Prevent Lead training: Kelly Ellis, Head of Safeguarding and DSL

Privately Fostered Children

Private fostering is when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation for 28 days or more by a person who is not a parent, person with parental responsibility for them or a relative.

RBAir (through the DSL) will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

Children who have Family Members in Prison

RBAir is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

Children with family members in prison are usually at significant risk of poverty, stigma, isolation, poor mental health and poor attendance.

Staff will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

RBAir will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

D. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

RBAir is committed to ensuring that all students who access our provision remain safe. A key element of this commitment is the organisation's policy and practice regarding the recruitment and retention of staff, trustees, governors, and volunteers.

Due to the specialised nature of our provision, RBAir does not use supply teachers.

RBAir operates stringent safer recruitment practices including at safeguarding-focused questions in every interview, a close examination of 'gaps' in employment, conducting online searches or digital screening of potential candidates, and ensuring appropriate DBS and reference checks are undertaken according to part three of Keeping Children Safe in Education, September 2023.

RBAir has a separate Safe Recruitment policy that should be read in conjunction with this policy and that provides greater detail regarding the organisation's commitment to ensuring that no one working for RBAir poses any threat whatsoever to the welfare of its students.

All interviewing panels will include at least one person who has undertaken up to date safer recruitment training, and all recruitment processes will be overseen by an appropriately trained member of staff.

The following members of staff have undertaken safer recruitment training:

- Michelle Williams michelle.williams@rbair.org.uk
- Christina Smith christina.smith@rbair.org.uk
- Wendy Bucktrout wendy.bucktrout@rbair.org.uk
- David Golding david.golding@rbair.org.uk
- Brooke Hornby brooke.hornby@rbet.ac
- Kelly Ellis kelly.ellis@rbair.org.uk

Any allegation of abuse made against a member of staff (including fixed-term staff, volunteers and contractors) will be reported straight away to the Head of Centre. In cases where the Head of Centre is the subject of an allegation, it will be reported to the chair of trustees. RBAir will subsequently follow the procedures set out in Part 4, Section One part four of Keeping Children Safe in Education, Sept 2023.

RBAir will consult with the 'Local Authority Named Senior Officer' in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Keeping Children Safe in Education, Sept 2023, Part 4, and RBAir HR Policies, and furthermore seek professional advice from their HR consultant.

The Headteacher or Chair of Trustees will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

RBAir is aware of and will act upon the Independent Schools duty to consider making a referral to the TRA (Teaching Regulation Agency) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. If advice is required as to whether an allegation against a teacher is sufficiently serious to warrant referral to the TRA, staff will consult 'Teacher misconduct: the prohibition of teachers (October 2015)' and/or the Teaching Regulation Agency website.

The Local Authority Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Local Authority Named Senior Officer will decide on all further action to be taken.

As required by Keeping Children Safe in Education, Sept 2023, if an allegation is made against anyone working at RBAir, every effort will be made to eradicate all unnecessary delays. RBAir will not undertake its own investigations of allegations without prior consultation with the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO(s) can be held informally and without naming the provision or individual.

We will report promptly to the DBS any person (whether employed, contracted, a volunteer or student) whose services we have ceased to use because their practice has met the DBS referral criteria, i.e., they have caused harm or posed a risk of harm to a child.

As detailed in Keeping Children Safe in Education, Sept 2023 'ceasing to use a person's services' includes: dismissal; non-renewal of a fixed-term contract; no longer

engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Those staff compiling reports will seek to include as much evidence about the circumstances of the case as possible. Failure to make a report when required constitutes an offence. 'Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

RBAir will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the provision and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including fixed-term staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is neither mandatory, nor automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

It is recognised that a child may make an allegation against an innocent party, possibly when fearful of naming the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. Although all allegations will be rigorously investigated, and staff may be suspended during those investigations, the principle of innocence until guilt is proven remains paramount.

RBAir will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within RBAir's Staff Code of Conduct and the Staff Handbook. As part of the induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and online world) with all children.

The DSL will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and would result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

The DSL and safeguarding trustee will further ensure that all communication between students and adults, by whatever method, is transparent, takes place within clear and explicit professional boundaries and is open to scrutiny.

Trustee/ governing body safeguarding responsibilities

RBAir's governors and trustees should ensure they facilitate a whole provision approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

The governing body and/or trustees fully recognise their responsibilities with regard to safeguarding and promoting the welfare of children. They aim to ensure that the policies,

procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor or trustee for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive safeguarding and child protection (including online) training at a level appropriate to their role at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the provision are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements;
- ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors and Trustees) is made to the full governing and trustee body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay;
- ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff;
- ensure that this Safeguarding and Child Protection policy is published on the school website;
- ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed;
- ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

Use of RBAir Education premises for non-school/provision activities

Red Balloon of the Air does not currently allow its premises to be used by any external organisation or individual.

In the event of this circumstance changing, the external organisation/individual will be advised that they must adhere to this safeguarding policy. The governors and/or trustees have a duty to investigate any safeguarding concern and external organisation/individuals who have access to the premises will be made aware that in such circumstances, RBAir reserves the right to involve external bodies without further notice. Examples of external bodies include the Local Authority Designated Person (LADO), the police, and any other relevant body.

4 Related documents

4.1 External Documents

- Children Act (Gov. UK 1989)
- Children Act (Gov. UK 2004)
- General Data Protection Regulation - GDPR (May 2018)
- Human Rights Act (Gov. UK 1998)
- Education Act (Gov. UK 2002)

- Education and Skills Act (Gov. UK 2008)
- Sexual Offences Act (Abuse of Trust) (Gov. UK 2003)
- Female Genital Mutilation Act (Gov. UK 2003)
- Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (Gov.UK July 2018)
- Counter-terrorism and Security Act (Gov.UK 2015)
- Keeping Children Safe in Education - KCSiE (Gov.UK Sept 2022)
- Revised Prevent Duty Advice for Schools (Prevent Duty Guidance: for England and Wales Gov.UK (July 2015)
- Children Missing Education (Gov.UK Sept 2016)
- Teacher misconduct: the prohibition of teachers (Gov.UK October 2015)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (Gov.UK July 2018)

4.2 Other RBAir policies to be read in conjunction with this one

- Safer Recruitment
- Whistleblowing
- E-safety
- Attendance
- Dealing with Allegations of Abuse against Staff
- Student Wellbeing and Personal Development
- Behaviour for Learning
- Anti-Bullying
- Staff Code of Conduct

Appendix A - Categories of abuse

Abuse a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 by another child or children.

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

Neglect - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse - persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless, Unloved, Inadequate, Or Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may also occur alone.

Sexual Abuse – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

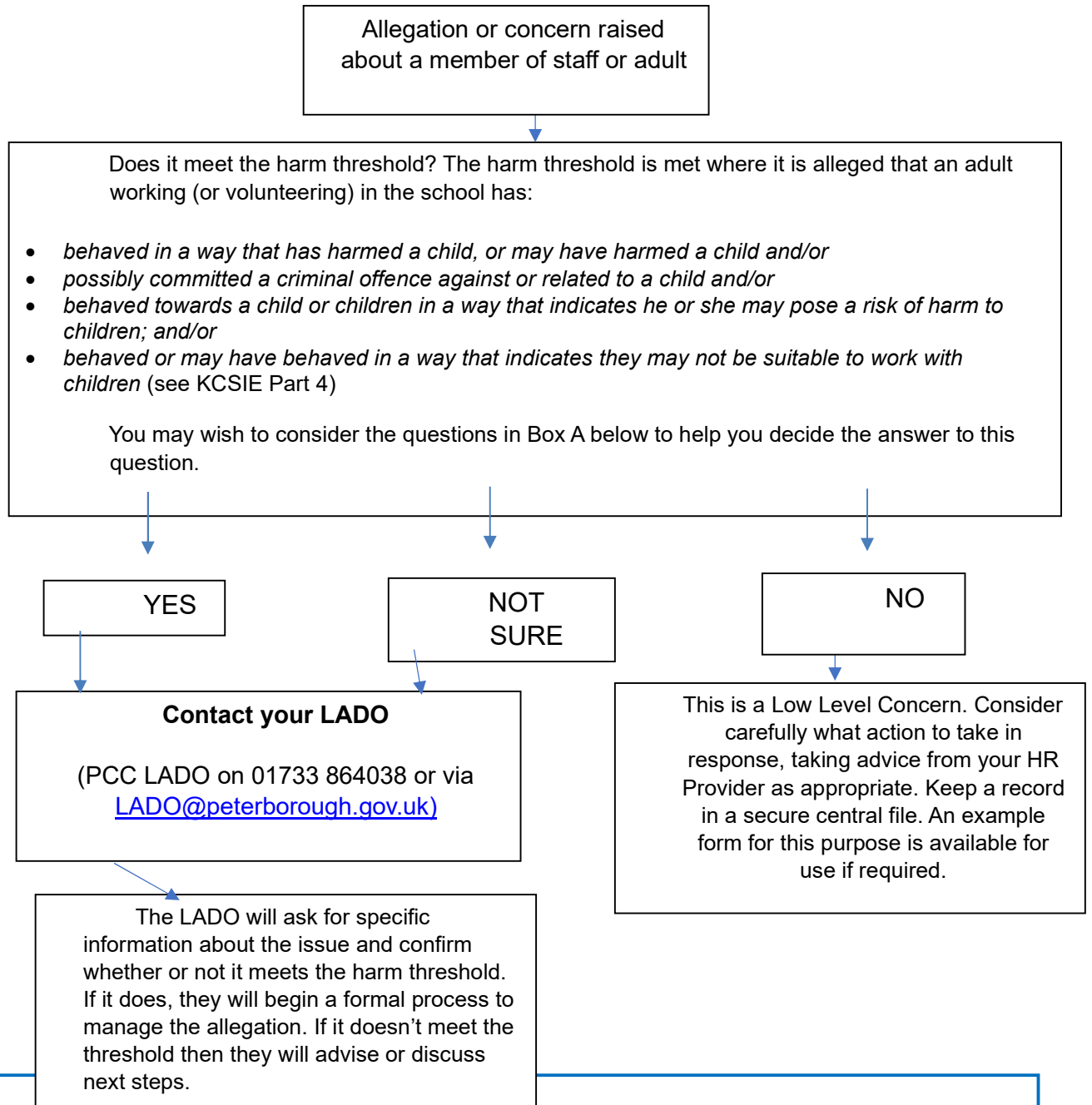
This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Appendix B - Peterborough CC guidance on Dealing with Allegations or Concerns about an Adult Working with Children



Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2023)

“Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings” (April 2022)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (February 2022)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges” (March 2023)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (April 2021)

“Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, December 2020)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)

“When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

DfE Advice for schools: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

UK Council for Internet Safety (UKCIS) guidance: <https://www.gov.uk/government/publications/education-for-a-connected-world>

UKCIS guidance: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-students-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-students-and-young-people>

UKCIS guidance: <https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

National Crime Agency's CEOP education programme: <https://www.thinkuknow.co.uk/>

Public Health England <https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

Harmful online challenges <https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk The helpline provides expert advice and support for school and college staff with regard to online safety issues.

GFL 'Undressed' <https://undressed.lgfl.net/> provides schools advice about how to teach young students about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

Forced Marriage: The Right To Choose; Govt guidelines
<https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

County Lines Toolkit
<https://www.studentssociety.org.uk/information/professionals/resources/county-lines-toolkit>

Educate Against Hate https://educateagainsthate.com/radicalisation-and-extremism/?utm_source=KCSIE&utm_medium=GOVUK&utm_campaign=CED

Video supporting students who are victims of sexual abuse
<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

Guidance regarding filtering and monitoring of digital content across Red Balloon electronic devices:

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)