


# Safeguarding, Child Protection and Prevent Policy

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# Purpose

RBET-Aylesbury is committed to meeting all legislative requirements with regard to 'keeping children safe' and complying with all relevant guidance and, therefore, to ensuring that all its students are safe at all times, both physically and emotionally.

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

It is our statutory responsibility to safeguard and promote the welfare of children. 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.

This policy also includes RBET-Aylesbury's response to both the national Prevent strategy and to peer-to-peer incidents of safeguarding concern.

Further, we seek to ensure that no student is exposed to materials or persons that are likely to lead to their becoming radicalised. We are clear our students from any source that encourages extreme views, acts of violence or destruction.

# Scope

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

# Policy statement and provision

RBET Aylesbury fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education, updated September 2024. We will ensure that all staff are made aware of their duties and responsibilities under Part One of this document.

Through their day-to-day contact with students and direct work with families all RBET-Aylesbury staff have a responsibility to:

- identify concerns early to prevent them from escalating;
- provide a safe environment in which students can learn;
- identify students who may benefit from early help;
- know what to do if a student tells them they are being abused or neglected;
- follow the referral process if they have a concern.

At the time of writing, the premises of RBET-Aylesbury are not used by any external organisation or individual. In the event of this circumstance changing, the external organisation or individual will be advised that they must adhere to this policy. The governors have a duty to investigate any safeguarding concern. External organisations and individuals who have access to the premises will be made aware that, in such circumstances, the governors reserve the right to involve external bodies without further notice. Examples of

external bodies include the Local Authority Designated Officer (LADO), the Police and any other relevant body.

This policy sets out how managers at RBET-Aylesbury will discharge their statutory responsibilities relating to safeguarding and promoting the welfare of students who are provided for by the Centre. The policy applies to all staff, paid and unpaid, working anywhere within the organisation, including governors. Support staff, housekeeping staff and administrators as well as teachers can be the first point of disclosure for a student.

## Policy elements

The four main elements of the policy are:

1. **PREVENTION** through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.
2. **PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.
3. **SUPPORTING STUDENTS**, particularly those who may have been abused or witnessed violence towards others.
4. **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH STUDENTS**

Processes are followed to ensure that all staff engaged to work for RBET-Aylesbury are suitable for the task, posing no threat to the welfare, health or safety of students referred to us.

This policy is available to parents<sup>1</sup> on request and is posted on our website. It is only available in English (language), but should a parent require linguistic support to access the policy, the DSL will liaise with the local authority to ensure appropriate support is made available.

## Prevention

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

RBET-Aylesbury will therefore:

- establish and maintain an environment where students feel safe in both the real and the virtual world - all students being encouraged to talk openly and they are listened to;
- ensure students know that there are 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. RBET-Aylesbury will understand the context of our students' circumstances and recognise that missing from school, including historic episodes, and absence from school can be signals of greater vulnerability to risk;

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<sup>1</sup> Wherever the term "parent" is used in the policy, it means any person with parental responsibility for the young person.

- include in the curriculum activities and opportunities which equip students 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;
- include in the curriculum material which will help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- provide a preventative education that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobic and sexual violence/harassment. This is underpinned by the Centre's behaviour policy as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
- ensure that specific guidance regarding safeguarding, including online safety, is included within PSHE (personal, social and health education) and RSE (relationships and sex education mandatory from Jan 2021);
- be in regular contact with parents. These communications will be used to reinforce the importance of students being safe online, and parents are likely to find it helpful to understand what systems are being used to filter and monitor online use. It will be especially important for parents to be made aware of what their children are being asked to do online, including the sites they will be asked to access, and to be clear who (if anyone) from the Centre is going to be interacting with their child online.

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 will ensure all RBET-Aylesbury staff will receive training on the expectations, applicable roles and responsibilities in relation to the filtering and monitoring of electronic content available across Centre devices and networks. The Safeguarding Governor will require the designated safeguarding lead (DSL) to understand the filtering and monitoring systems and processes in place. RBET-Aylesbury currently holds certification under the "Cyber Essentials" framework, which is designed to meet filtering and monitoring requirements. The DSL will ensure that RBET-Aylesbury can be confident the adopted approach remains effective and has a duty to inform the Head of Centre and the governing body if concerns become apparent. The DSL will be guided by the document Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk) *The teaching of 'online safety' will run throughout the work of all staff through the curriculum offered and advice to and ongoing conversations with students concerning the best ways to make use of all the benefits of technology without placing themselves at risk of harm.*

## Induction and ongoing training

All staff will be taken through a comprehensive induction process in which safeguarding and child protection are key elements. No member of staff (which includes for this purpose all staff, volunteers and governors) 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 2024 (KCSIE) together with 'Annex A' of that document, Chapter One of *Working Together to Safeguard Children*, July 2018 (updated 21 February 2019), *What to do if you're worried a child is being abused: Advice for Practitioners*, March 2015,

together with Red Balloon's Policies on Safeguarding and Child Protection, Whistleblowing and Behaviour for Learning, and the Staff Code of Conduct.

All staff will complete Level One child protection training and Prevent training and will update that training as required. RBET-Aylesbury will ensure that all staff are updated regarding any changes to required practice (local or national) through electronic updates.

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

## Keeping Children Safe in Education (September 2024) - 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". (KCSIE 2024, P17, Paragraph 62)

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. Where possible, there should be a conversation with the DSL 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 should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

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

If a child is deemed to be at risk of *immediate* harm, then the DSL must be notified and they must make an immediate referral to social care or to the police: should the DSL not be immediately available, the person aware of the situation must make the referral.

## Keeping Children Safe in Education (September 2024) - 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". (KCSIE 2024)

There is additional information about students who may especially benefit from early help...

"Any child may benefit from early help, but all school and college 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”.

(KCSIE 2024)

Options include:

- managing any support for the child internally via the school or college’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.”

## Prevention of 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, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse, upskirting (now a criminal offence... see below), and physical abuse.

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

RBET-Aylesbury will therefore:

- create a protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated (NB not being tolerated does not imply that perpetrators will be punished or excluded, rather the nil tolerance will be exemplified as described within RBET-Aylesbury’s Behaviour for Learning policy);
- provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of child-on-child 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;
- include within the curriculum, information and materials that support students in keeping themselves safe from abuse, including abuse from their peers and online;
- provide high quality relationship and sex education (RSE), including teaching about consent;
- ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse.

Where instances of child-on-child abuse occur, staff will ensure that both the student(s) seen as victim(s) and those seen as perpetrators receive support. In accordance with Red Balloon’s Anti-Bullying and Behaviour for Learning policies, staff will seek to reach mutually beneficial outcomes through conflict resolution procedures enabling all parties to modify their behaviour and to contribute positively to the Red Balloon community.

# Upskirting

Upskirting is a term used to describe the act of taking a sexually intrusive photograph up someone's skirt without their permission. The new law (came into effect April 2019) creates two new offences under the Sexual Offences Act 2003. The new offences apply when:

- without consent, an individual operates equipment or records an image beneath a person's clothing;
- the offender has a motive of either obtaining sexual gratification or causing humiliation, distress or alarm to the victim.

Perpetrators may be imprisoned for two years.

## Procedures

RBET-Aylesbury staff will work with each relevant CADS and follow procedures required by them.

The Centre's lead for safeguarding and child protection (DSL) is:

- Claire Cockcroft

The following member of staff is also trained to 'designated person' standard:

- Jane Cole

The nominated RBET trustee for safeguarding and child protection is:

- Carrie Herbert

The local governors will:

- appoint a member of staff, from the leadership team of the Centre, to the role of Designated Safeguarding Lead (DSL);
- ensure they (the governors) receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole-Centre approach to safeguarding. Their training should be regularly updated;
- 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;
- ensure that the DSL has the appropriate status and authority within the Centre 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 KCSIE Sept 2024, Annex B);
- ensure that the DSL and deputies have undertaken the required training and that this training is updated at least every three years;
- ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills (e.g. via bulletins, meetings or further reading) at least annually;



- ensure the DSL and DPs have access to supervision;
- ensure that every member of staff, paid or unpaid, and the members of the Governing Body know who the designated personnel are and the procedures for passing on concerns - this will be a key element of our induction process;

*(RBET-Aylesbury uses the 'CPOMS' management information system. All staff will be trained in the use of this system as part of their induction. Staff are required to log a concern immediately. That concern will immediately be flagged up to the Centre DSL who will take appropriate action.)*

- ensure that the DSL or DP are available (during Centre hours, during term-time) to discuss any safeguarding concerns - should there be some unavoidable reason (eg multiple illness) why there is not a trained person on site, staff should contact RBET Central Services, who will ensure that a person trained to DSL level makes contact with that member of staff;
- ensure that all staff are aware that they may make direct contact with the appropriate Children' Advice and Duty Service (CADS);
- nominate a governor for safeguarding and child protection and ensure that person undertakes appropriate training;
- ensure all governors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangement;
- ensure every member of staff and every governor knows:
  - the name of the designated person/s and their role;
  - how to identify the signs of abuse and neglect;
  - 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 for referring child protection concerns to the DSL/DP;
  - that they have a responsibility to provide a safe environment in which students can learn;
  - where to find the inter-agency procedures on the relevant CADS website;
  - their role in the early help process;
  - the process for making referrals to children's social care;
  - how to use the 'CPOMS' management information system effectively.
- ensure all staff members undergo safeguarding and child protection training at induction;
- ensure all staff are aware that students 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. For example, students may feel embarrassed, humiliated, or be threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a student. It is also important that staff determine how best to build trusted relationships with students which facilitate communication;
- 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, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to students and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies (NB staff will be directed to guidance in para 53, section 1 of KCSIE 2024 should they feel that any concerns they have not been appropriately responded to...this includes an updated link to an NSPCC helpline);
- ensure staff are aware that they do not need parental permission before making a referral;
- ensure that parents are informed of the responsibility placed on the Centre and staff in relation to child protection by setting out these duties on the website and informing the parents during initial interviews;
- ensure that this policy is available publicly via the Centre website;
- in any situation where any student is educated 'off site', the Centre and the provider will have clear procedures about managing safeguarding concerns between them. Written confirmation will be sought by the Centre that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment.

## Liaison with other agencies

As described in KCSIE 2024, there are requirements for multi-agency working. "Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children." It is especially important that the Centre understands its 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 children, 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 children. 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 children 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 children 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.

RBET Aylesbury 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 decides 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... the DSL will also ensure that all involved agencies and the CADS are informed.

## Record keeping

RBET Aylesbury will:

- keep clear, detailed, accurate, written 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 'CPOMs' management information system (purpose built and secure);
- ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with KCSIE 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 student leaving;
- ensure that when students leave the Centre, the designated safeguarding lead transfers their child protection file to the new school or college as soon as possible, and **within 5 days** for an in-year transfer or within the **first 5 days** of the start of a new term to allow the new school or college to have support in place for when the student arrives;
- make parents 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 school staff from sharing information with relevant agencies, where that information may help to protect a child.

RBET-Aylesbury 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 UK GDPR 2018) from a student or parent, they will refer the request to the DSL or Head of Centre;
- ensure staff are clear with students 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 - parental consent may be required.
- aim to gain consent to share information and be mindful of situations where to do so would place a student 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 student 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);
- 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

RBET-Aylesbury will:

- ensure that parents are informed of the responsibility placed on the Centre and staff in relation to child protection by setting out its duties on the Red Balloon website;
- undertake appropriate discussion with parents 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 and record the reasons why - records may subsequently be disclosable to relevant partner agencies if child protection proceedings commence.

## Dealing with sexual violence and sexual harassment between students

RBET-Aylesbury recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting, upskirting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

We shall:

- be clear that sexual violence and sexual harassment will not be tolerated; [OBJ]

- provide training for staff on how to manage a report of sexual violence or sexual harassment; [OBJ]
- 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 making decisions;
- implement measures to keep the victim, alleged perpetrator and ,if necessary, other students and staff members, safe;
- record any risk assessments and keep them under review;
- give consideration to the welfare of the victim(s) and perpetrator(s) in these situations;
- be mindful of intrafamilial harms and provide any necessary support for siblings following incidents
- liaise closely with external agencies, including police and social care, when required.

Further guidance can be found in KCSIE 2024 - Part Five, Sexual violence and sexual harassment between children in schools and colleges, May 2018, and Sexting in schools and colleges: Responding to incidents and safeguarding young people published by the UK Council for Child Internet Safety (UKCCIS).

## Supporting students

We recognise that **any** student may be subject to abuse and neglect. Our staff must support all students 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 Red Balloon's Behaviour for Learning policy effectively - staff will agree on a consistent approach, which focuses on the behaviour of the student but does not damage their 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;
- 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 teams;
- developing productive and supportive relationships with parents.

RBET-Aylesbury recognises that **any** student may benefit from early help, but staff are encouraged to consider the wider environmental factors present in a student'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 the following 'categories' of students.

## Children with disabilities, additional needs or special educational needs

We recognise 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 PSHE and RSE curriculum staff will teach students personal safety skills commensurate with their age, ability and needs. Students will be taught personal safety skills such as 'telling' and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents so that these skills can be supported at home.

## Young carers

We recognise that a home environment which requires the child living in it 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 is appropriate.

## Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, those who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

## 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, or 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 DSL will complete the Local Safeguarding Children Partnership (LSCP) 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 criminal exploitation.

RBET-Aylesbury recognises that young people who go missing can be at increased risk of child criminal exploitation 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 missing education

When a child 'goes missing', particularly repeatedly, that should act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation, 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.

RBET-Aylesbury monitors attendance of individual children closely, as outlined in our Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

We aim to hold more than one emergency contact for each student to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare or safeguarding concern.

When a child is missing from education, we follow Children Missing Education guidance. We will inform the Education Welfare Service and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

## Fabricated or induced illness (FII)

KCSiE 2024 references the NHS advice (Overview- Fabricated or induced Illness) regarding this matter.

FII is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

RBET-Aylesbury will:

- ensure that the DSL is trained to recognise and respond appropriately should suspicions arise, no matter how far-fetched they appear;
- 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, students 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 DSL;
- understand that sharing information with parents 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 by themselves to initiate child protection proceedings, but the Centre will consider such action when there is evidence or reasonable cause to:

- believe the student's substance misuse may cause them to be vulnerable to other abuse such as sexual abuse;
- believe the student'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 parental substance misuse;
- the misuse indicates an urgent health or safeguarding concern;
- the student is perceived to be at risk of harm through any substance associated with criminality.

## Students 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.

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 Local Safeguarding Children Partnership (LSCP) Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a student may be at risk of sexual exploitation.

Students who go missing can be at increased risk of sexual exploitation. Hence the Centre has procedures in place (described above) to ensure appropriate response to students who go missing, particularly on repeat occasions.

## Students living with substance misusing parents

Misuse of drugs and/or alcohol is strongly associated with significant harm to students, 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 student;
- exposure of the student to unsuitable caregivers or visitors, e.g. customers or dealers;
- the effects of alcohol on parents leading to an inappropriate display of sexual or aggressive behaviour;
- drug or alcohol use by parents leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- disturbed moods on the part of parents as a result of withdrawal symptoms or dependency;
- unsafe storage of drugs or alcohol or injecting equipment in the home;
- drugs or alcohol having an adverse impact on the growth and development of an unborn child,

then referral will be made to the appropriate LSCP.

## Students living with domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Students can be victims of domestic abuse. They may see,



hear or experience the effects of abuse at home 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, wellbeing, development, and ability to learn.

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.

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.

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

## Students at risk of 'honour-based' violence (HBV) including female genital mutilation (FGM) and forced marriage

The term 'honour-based' violence 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 HBV through training. Staff are required to treat all forms of HBV as abuse and follow appropriate procedures.

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 appropriate and timely referrals to Social Care. In such cases parents will not be informed before advice is sought and the case will still be referred to Social Care even if it is against the student's wishes.

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 (i.e. those under the age of 18) to the police. Staff should still consider and discuss any such case with the DSL and involve Social Care as appropriate, but the teacher 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

RBET-Aylesbury recognises that 'looked after' children may be more vulnerable to abusive behaviour from others and may have additional needs resulting from their life experiences. Centres 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. Centres 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

RBET-Aylesbury recognises that a previously 'looked after' child remains potentially vulnerable. The Centre 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. School 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.

RBET-Aylesbury will train 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.

## Students at risk of radicalisation

RBET-Aylesbury recognises that students may be vulnerable to extremist ideology and radicalisation and that protecting students from this risk forms part of our safeguarding response.

We will ensure that the DSL and safeguarding governor 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 students' behaviour which could indicate they need help or protection. Concerns that a student 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.

## 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.

The Centre (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

We are committed to supporting students who have a parent or close relative in prison and will work with the family to find the best ways of supporting them.

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

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

The Centre will work with the family and the child to minimise the risk of the child not making progress.

## Preventing unsuitable people from working with children

The Centre will operate safer recruitment practices including conducting online searches and digital screening of potential candidates and ensuring appropriate DBS and reference checks are undertaken according to part three of KCSIE 2024. Our Safer Recruitment policy that should be read in conjunction with this policy and provides greater detail regarding our commitment to ensuring that no-one working for the organisation 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 safe 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:

- Jane Cole
- Leanne Thurston

Any allegation of abuse made against a member of staff 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 governors. The Centre will subsequently follow the procedures set out in part four of KCSIE Sept 2024.

The Centre 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 KCSIE Sept 2024.

Independent schools (Centres are registered as such) are under a duty to consider making a referral to the TRA (Teaching Regulation Agency) where a teacher has been dismissed (or would have been dismissed had they 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 them 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 KCSIE 2024 if an allegation is made against anyone working at RBET-Aylesbury, every effort will be made to eradicate all unnecessary delays. The Centre will not undertake its own investigation 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 Centre 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 KCSIE 2024, “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.

The Centre 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 Centre and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff 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 students are protected.

It is recognised that a student may make an allegation against an innocent party, possibly because they are too afraid to name the real perpetrator. It is rare for a student 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.

The Centre 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 as advised within the organisation’s Code of Conduct. As part of the induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all students.

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

The DSL and safeguarding governor 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.

## Governor child protection responsibilities

Centre governors fully recognise their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. They work jointly with the DSL through

the nominated trustee to ensure that the policies, procedures and training in the Centre are effective and comply with the law and government guidance at all times.

In meeting their responsibilities and legal duties they will:

- nominate a governor for safeguarding and child protection who will take leadership responsibility for the Centre's safeguarding arrangements and practice and champion child protection issues;
- ensure an annual report is made to the full governing body (and copied to the appropriate Education Child Protection Service where that is required) - any identified weaknesses or shortcomings identified through scrutiny of this report will be rectified without delay;
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated, shared with staff and available on our website;
- check that students' exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems;
- ensure students' wishes and feelings are taken into account where there are safeguarding concerns.

## Related legislation and documents

### External Documents

- Children Act (Gov. UK 1989)
- Children Act (Gov. UK 2004)
- General Data Protection Regulation - UK GDPR (May 2018)
- Human Rights Act (Gov. UK 1998)
- Education Act (Gov. UK 2002)
- Education and Skills Act (Gov. UK 2008)
- Equality Act 2010
- 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 2024)
- Revised Prevent Duty Advice for Schools (Prevent Duty Guidance: for England and Wales Gov.UK (July 2015)
- Children Missing Education (Gov.UK Sept 2016)
- Pace Code C 2019
- Public Sector Equality Duty
- 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)
- Working Together to Improve School Attendance, DfE 2024
- Overview -Fabricated or Induced Illness (NHS March 2023)

Other Red Balloon policies to be read in conjunction with this one

- Safe 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
- Data Protection

## Appendix A: Safeguarding contact details

Designated Safeguarding Lead: Claire Cockcroft

Email: [Cliare.Cockcroft@rbet.ac](mailto:Cliare.Cockcroft@rbet.ac)

Mobile: 01296 538498

Deputy Designated Safeguarding Lead: Jane Cole

Email: [jane.cole@rbet.ac](mailto:jane.cole@rbet.ac)

Mobile: +447954181369

## Appendix B: New Useful Resources

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

[Dfe Data Protection Guidance for Schools \(DfE 2024\)](#)

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-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-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](mailto: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 children 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.childrenssociety.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](https://educateagainsthate.com/radicalisation-and-extremism/?utm_source=KCSIE&utm_medium=GOVUK&utm_campaign=CED)

Video supporting children 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 \(www.gov.uk\)](#)