

Child Protection and Safeguarding Policy

| Version control | | | |
|-----------------|---------|--------|--|
| Version | Date | Author | Changes |
| 0.1 | Sep 20 | GLy | Updates to reflect changes in KCSIE 2020 |
| 0.2 | June 21 | GLy | Updates to reflect changes in KCSIE 2021 |
| 0.3 | July 21 | GLy | Responses to feedback, including formatting |
| 0.4 | June 22 | GLy | Updates to reflect changes in KCSIE 2022 |
| 0.5 | Nov 22 | GLy | Updates to Policy references |
| 0.6 | June 23 | GLy | Updates to reflect changes in KCSIE 2023. Structural changes and other changes based on advice received during safeguarding audit |

Lead professional: Executive Lead for Safeguarding & Attendance

Adopted: Sep 2023

Review timescale: Annual

Consultation path:

MELT

Audit and Risk Committee

Trust Board

Trade union approval: No

Next review: Sep 2024

Reviewer: Trust Board

Statutory: Yes

Child Protection and Safeguarding Policy

Contents

| | | |
|-------------|---|-----------|
| 1 | Principles..... | 3 |
| 2.0 | Types of Abuse | 6 |
| 3.0 | Managing allegations against another child (Child on Child Abuse)..... | 8 |
| 4.0 | Procedures for Referral and Early Help..... | 11 |
| 5.0 | Alleged Abuse by Staff..... | 12 |
| 6.0 | Use of Physical Restraint..... | 13 |
| 7.0 | Record Keeping | 13 |
| 8.0 | Parental Involvement, Referrals and Information Sharing | 13 |
| 9.0 | Training..... | 13 |
| 10.0 | Prevention – Overview | 14 |
| 11.0 | Safer recruitment | 17 |
| 12.0 | The Role of the Academy Governance Committee Body of each Futura Learning Partnership school | 17 |
| 13.0 | The Role of the Trust Board | 18 |
| 14.0 | External Lettings..... | 18 |

| | |
|---|-----------|
| 15.0 Review | 19 |
| Appendix A – Key Staff..... | 20 |
| Appendix B – Recording Concerns – Aide Memoire for Staff | 21 |
| Appendix C – Further information in relation to types of abuse, neglect and specific safeguarding issues relating to children..... | 23 |
| Appendix D – CPOMS Guidance (Setting up an account and logging incidents)..... | 36 |
| Appendix E – School Welfare Concern Form | 38 |
| Appendix F – For All Staff - Reporting a concern flowchart..... | 43 |
| Appendix G – Responding to Child on Child Abuse..... | 44 |
| Appendix H – Responding to Child on Child Abuse (Sexual Violence and Sexual Harassment).48 | |
| Appendix I – Responding to Child on Child Abuse (Sexting)..... | 52 |
| Appendix J- Record Keeping – Further Information..... | 56 |
| Appendix K – For the DSL - Social Care Referral Flowchart | 59 |
| Appendix L – Sharing Information | 60 |
| Appendix M – Further information on Extremism and Radicalisation..... | 61 |

1 Principles

1.1 Safeguarding and child protection is the responsibility of every member of Futura Learning Partnership. Safeguarding is defined as:

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

Children includes everyone under the age of 18.

1.2 Futura Learning Partnership (Futura, or 'trust') takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.

1.3 All action is taken in line with the following legislation/guidance:

- South West Child Protection Procedures (SWCPP)
- The Children Act 1989 and 2004
- The Children and Families Act 2014
- The Children and Social Care Act 2017
- Section 175 Children Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Non-Maintained Special Schools) (England) Regulations 2011 as amended by SI 2015/387
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The Human Rights Act 1998
- The Equality Act 2010
- Public Sector Equality Duty
- The Counter Terrorism and Security Act 2015
- Revised Prevent Duty Guidance: England and Wales 2021
- Female Genital Mutilation Act 2003
- Multi-agency statutory guidance on Female Genital Mutilation 2020
- Serious Crime Act 2015
- Keeping Children Safe in Education 2023
- Working Together to Safeguard Children 2018
- Local Safeguarding Children Partnership Guidance
- When to call the Police: National Chief Police Council 2020
- Guidance for Safer Working Practices 2022
- Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation 2017
- The Prevent duty – Advice for schools and childcare providers 2015
- What to do if you're worried a child is being abused 2015
- Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- Sharing nudes and semi nudes: how to respond to an incident 2021
- Searching, screening and confiscation 2022
- Prevent and tackling bullying 2018
- Review of sexual abuse in schools and colleges 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance

1.4 Futura Learning Partnership will follow procedures set out by the local safeguarding children partnership and take account of further guidance issued by the DfE, and the Local Authority (LA).

- 1.5 This policy applies to all members of the trust/school community i.e. directors (sometimes referred to as trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. Trust schools are encouraged to edit the policy prior to adoption by the Academy Governance Committee to ensure local procedures and protocols can be reflected.
- 1.6 We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse and offer support to children in need.
- 1.7 As part of the ethos of the trust, the staff and governors of each school are committed to:
- Ensuring each school practises safer recruitment in checking the suitability of staff and volunteers to work with children. The Trust has an on-going culture of vigilance in regard to all adults who work with children;
 - Ensuring each school has a Designated Safeguarding Lead (DSL) for Safeguarding/child protection and a Deputy DSL who has received appropriate training and support for this role. Details of the members of staff allocated to these roles at Wellsway School & IKB Academy can be found in **Appendix A**;
 - Ensuring that all staff and volunteers understand, and adhere to, the trust's Code of Conduct;
 - Establishing and maintaining a safe school environment in each school, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
 - Supporting children who have been abused, and carrying out specific actions in accordance with the agreed child protection plan;
 - Including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
 - Ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect and know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2023 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements. An aide memoire for staff to be used by all trust schools can be found in **Appendix B**;
 - Ensuring all volunteers understand that their responsibilities are the same as staff and in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL or Deputy DSL;
 - Exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
 - Encouraging and supporting parents/carers, working in partnership with them.
 - Ensuring effective management of disclosure.
 - The principle of professional challenge, and, if necessary, formal escalation in the case of disagreement with the safeguarding decisions of other agencies, putting the welfare of the child at the centre of safeguarding practice.

- 1.8 Futura Learning Partnership recognises that it is an agent of referral and not of investigation.
- 1.9 The trust Child Protection and Safeguarding Policy should be read in conjunction with other relevant policies.
- Futura Learning Partnership Health and Safety Policy
 - Futura Learning Partnership Safer Recruitment: Recruitment and Selection Policy
 - Futura Learning Partnership Escalation/Resolution Policy
 - Futura Learning Partnership Safeguarding Concerns and Allegations Against Staff Policy
 - Futura Learning Partnership Staff Code of Conduct
 - Futura Learning Partnership Safer Working Guidance
 - Futura Learning Partnership Concern at Work Policy (whistleblowing)
 - Futura Learning Partnership Equal Opportunities Policy
 - Futura Learning Partnership Positive Handling Policy
 - Futura Learning Partnership Online Safety Policy
 - Futura Learning Partnership Educational Visits Policy
 - Wellsway School & IKB Academy Attendance Policies
 - Wellsway School & IKB Academy Behaviour for Learning Policy
 - Wellsway School & IKB Academy Anti-bullying Policy
 - Futura Learning Partnership Supporting Pupils with Medical Conditions Policy

2.0 Types of Abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Further information in relation to these areas can be found in **Appendix C**. This guidance in relation to the types of abuse is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.

2.1 Specific Safeguarding Issues

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect.

Keeping Children Safe in Education 2023 states that staff should be alert to a number of specific safeguarding concerns. It is important that members of staff are aware of, and know how to, respond to the specific safeguarding issues that are detailed in **Appendix C**.

2.2 Guidance for all staff in the Futura Learning Partnership - Reporting a Concern

Key points to remember for reporting a concern are:

- In an emergency take the action necessary to help the student, for example refer the student to the school first aider for medical treatment and/or report your concern to the DSL or Principal/Headteacher immediately;
- Add a new incident to CPOMS (**Appendix D**) or complete a Student Welfare Concern Form (**Appendix E**) if you do not have a Wellsway / IKB CPOMS account or a Wellsway / IKB / Futura email address and hand it to the DSL or Deputy DSL at the earliest opportunity. This action must

be completed by the end of the day. The Student Welfare Concern Form must be securely disposed of as confidential waste after being scanned into CPOMS.

- Do not start your own investigation;
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- Seek support for yourself from the DSL/Deputy DSL if you are distressed. There are support services available for staff in this situation;
- **Appendix F** provides a flowchart for reporting a concern.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at risk, but you have no ‘real’ evidence. The child’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the child if they are OK or if you can help in any way.

If, following your conversation, you remain concerned, you should use CPOMS (**Appendix D**) or the Student Welfare Concern Form (**Appendix E**) to record these early concerns and discuss them with the DSL.

If a child discloses to you:

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault. Many SEND and LGBTQ+ children face additional barriers in disclosing.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgment. If you jump in immediately the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely;
- Remain calm and do not over react – the child may stop talking if they feel they are upsetting you;
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘you are doing the right thing in talking to me’ ;
- Do not be afraid of silences – remember how hard this must be for the student;
- A useful phrase to invite disclosure is ‘I see you are __, tell me about it.’
- If a child does not respond, do not persist questioning.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student’s mother thinks about all this;
- At an appropriate time tell the child that in order to help them you must pass the information on;

- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' maybe your way of being supportive but the child may interpret it that they have done something wrong;
- Tell the child what will happen next. The child may agree to go with you to see the DSL or Deputy DSL. Otherwise let them know that someone will come to see them before the end of the day.

3.0 Managing allegations against another child (Child on Child Abuse)

3.1 Keeping Children Safe in Education 2023 is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002. It states: all staff should recognise that children are capable of abusing other children.

3.2 The following points should be used in respect of all cases in which it is alleged that a child:

- Behaved in a way that has harmed another child, or may have harmed a child;
- Possibly committed a criminal offence against or related to another child; or
- Behaved towards another child in a way that indicates he or she would pose a risk of harm if they were at school with children under the age of 18

3.3 How allegations of child on child abuse should be reported, investigated and dealt with.

The Designated Safeguarding Lead in each trust school will oversee any incidents of child on child abuse. The guidelines for reporting a concern of child on child abuse and how this concern will be dealt with can be found in **Appendix G**.

3.4 How allegations of child on child abuse (sexual violence or sexual harassment) should be reported, investigated and dealt with.

Part 5 of 'Keeping Children Safe in Education' (2023) is a government document providing guidance to support schools to understand what sexual violence and sexual harassment is, what the schools' and colleges' legal responsibilities are, creating a whole school or college approach to safeguarding and child protection; and how to respond to reports of sexual violence and sexual harassment.

The Designated Safeguarding Lead in each trust school will oversee any incidents child on child abuse (sexual violence or sexual harassment). The guidelines for reporting a concern of child on child abuse (sexual violence and sexual harassment) and how this concern will be dealt can be found in **Appendix H**.

3.5 How allegations of child on child abuse (sharing nudes/semi-nudes) should be reported, investigated and dealt with.

The UK Council for Child Internet safety (UKCCIS) have produced guidance for schools on how to respond to the following incidents:

- A person under 18 creates a sexual image of themselves and shares it with another person under 18;

- A person under 18 shares an image of another under 18 with another person under 18 or an adult;
- A person under 18 is in possession of sexual imagery created by another person under 18.

The Designated Safeguarding Lead in each trust school will oversee any incidents which meet the criteria outlined above. The guidelines for reporting a concern of child on child abuse (sharing nudes/semi-nudes) and how this concern will be dealt can be found in **Appendix I**.

3.6 All incidents of bullying, cyberbullying, prejudiced based or discriminatory language should be dealt with in line with the school specific anti-bullying policy.

3.7 Children who may be particularly vulnerable

3.7.1 Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge a student's diverse circumstances, rather than the individual student's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

3.7.2 To ensure that all of our children receive equal protection, we will give special consideration to children who:

- Are disabled or have special educational needs;
- Are young carers;
- Have a mental health need;
- Show signs of being drawn into anti-social or criminal behaviour;
- Frequently go missing/goes missing from care or home;
- Are misusing drugs or alcohol ;
- Are at risk of modern slavery, trafficking or exploitation;
- Are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Are returning home to their family from care;
- Are showing early signs of abuse and/or neglect;
- Are at risk of being radicalised or exploited;
- Are at risk of 'honour-based' abuse such as Female Genital Mutilation or Forced Marriage;
- Are a privately fostered child;
- Have a family member in prison, or is affected by parental offending;
- Are persistently absent from education.
- Identify as, or could be identified as LGBTQ+

3.8 **Looked After Children (LAC), previously Looked After Children, adopted children who have left care and children who are in special guardianships or child arrangement orders or who were adopted from state care outside England and Wales.**

It is crucial that staff make appropriate decisions when the welfare of the above children is being considered. The most common reason for children becoming looked after is as a result of abuse and/or neglect. All Trust staff have the skills, knowledge and understanding necessary to keep looked after children safe. Staff can obtain the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of

parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff can also access information about the student's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

3.9 Children with Special Educational Needs or Disabilities (SEND)

Children with SEND can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions those indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

3.10 Children staying with host families

Where schools have not been involved in making the arrangement but a member of staff or volunteer at a school becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, and this may exceed 28 days, they should raise this in the first instance with the DSL. The school should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

3.11 Children who need a social worker (Child in Need and Child Protection Plan)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Trust DSLs should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

3.12 Children requiring mental health support

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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. Trust schools should follow the referral processes outlined in section 2.2 if they are concerned that a child has a mental health problem. Clear systems should exist in each school to ensure concerns can be escalated; this includes working with external agencies to ensure the child receives appropriate support.

4.0 Procedures for Referral and Early Help

- 4.1 In all trust schools the DSL will review any new information in relation to the welfare of a child and decide on the next steps. Options could include:
- Managing any support for the child internally via the school's own pastoral support services;
 - An early help assessment;
 - A referral for statutory services.
- 4.2 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the DSL or if unavailable to the Deputy DSL. **See Appendix D and E for how to complete this action.** In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 4.3 The DSL will immediately inform First Response/B&NES Children's Social Work Services/Access and Response by telephone; B&NES Children's Social Work Services: 01225 396111 or 01225 477929 (weekdays, 08:30 – 17:00, except Friday which closes at 16:30) 01454 615165 (Emergency Duty Team). Access & Response Team (South Glos. Children's Social Work Services): 01454 860000 (weekdays, 09:00 – 17:00, except Friday which closes at 16:30). First Point (Bristol Children's Social Work Services): 0117 9036444, 01454 615165 (out of hours).
- 4.4 Telephone referral to First Response/B&NES Children's Social Work Services/Access and Response will be confirmed in writing using the form marked Insert appropriate LA name, within a maximum of 48 hours, ideally 24 hours.
- 4.5 Essential information will include the student's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 4.6 Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- 4.7 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the local referral agency
- 4.8 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 4.9 Referrals for Alleged Perpetrators of Sexual Abuse – Where a child is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to First

Response/B&NES Children's Social Work Services/Access and Response, the school will still telephone First Response/B&NES Children's Social Work Services/Access and Response without delay to raise awareness of the concerns relating to the alleged perpetrator. First Response/B&NES Children's Social Work Services/Access and Response will advise whether or not a referral needs to be completed by the school.

4.10 Inter-agency working

All trust schools will contribute to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2018.

This means each school must understand their role in the local safeguarding partner arrangements. Locally, 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) 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. All trust Academy Governance Committees, senior leaders and designated safeguarding leads should make themselves aware of and follow their local arrangements. There is a statutory obligation that all schools follow these arrangements.

Trust Designated Safeguarding Leads should use the NPCC - When to call the police link to understand when they should consider calling the police and what to expect when they do.
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Staff should be particularly alert to the circumstances listed in section 3.7.2 which highlight children who may require early help. Trust staff are required to support children by meeting regularly with social workers and other agencies and implementing plans within school if a child is allocated the status of Child In Need (CHIN) or Child Protection (CP) Plan.

The Social Worker will be informed immediately if a child subject to a child protection support plan is excluded.

5.0 Alleged Abuse by Staff

- 5.1 Futura Learning Partnership has a specific policy for dealing with allegations of abuse against staff. This policy applies to all members of the trust/school community i.e. directors (sometimes referred to as trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. This procedure is in line with the statutory guidance Keeping Children Safe in Education 2023. Should you have any concerns surrounding the behaviour of staff towards children, please refer to the Safeguarding Concerns and Allegations Made Against Staff Policy.

6.0 Use of Physical Restraint

- 6.1 The trust has a specific policy for the use of physical restraint. This policy applies to all members of the trust/school community i.e. directors (sometimes referred to as trustees), governors, employees, casual workers, volunteers, agency workers, consultants/3rd parties engaged by the trust/schools, and they are responsible for adhering to and acting in accordance with the requirements of the policy. This procedure is in line with the statutory guidance Keeping Children Safe in Education 2023. Staff should refer to the Futura Learning Partnership Positive Handling Policy for further guidance on this topic.

7.0 Record Keeping

- 7.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. Where a member of staff has observed injuries to a student, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
- 7.2 Further guidance relating to record keeping can be found in **Appendix J**.

8.0 Parental Involvement, Referrals and Information Sharing

- 8.1 This school is committed to helping parents/carers understand its responsibility for the welfare of all children.
- 8.2 Parents/carers will be made aware of the school's child protection policy via the school website and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.
- 8.3 At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care. Lack of parental agreement will never prevent a CP referral and the school should not be seeking agreement, but sharing information. Where a referral is needed the process in **Appendix K** should be followed. This guidance is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.
- 8.4 Information sharing is vital to safeguarding and promoting the welfare of children. Information sharing should happen in line with the protocols outlined in '*Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers*' 2018. A flowchart summarising the key points of this document is included in **Appendix L**.

9.0 Training

- 9.1 Governors in each trust school must ensure that all staff read and are familiar with 'Part one: Safeguarding Information for all staff' in Keeping Children Safe in Education 2023. Governors will

also ensure that all staff understand and discharge their responsibilities as set out in part one of this guidance. All staff must read the Futura Learning Partnership Code of Conduct for Safer Working Practices, the Futura Learning Partnership Child Protection and Safeguarding Policy, Wellsway School & IKB Academy Behaviour Policy and the Wellsway School & IKB Academy Attendance Policies to review the school's response for when children go missing from education.

- 9.2 The DSL and their Deputy must receive **multi-agency** child protection training every 2 years. (Minimum as set out by the local safeguarding children partnership and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.
- 9.3 All staff, both teaching and support, must be provided with child protection update training on a regular basis (annually minimum). Staff should receive child protection training on induction.
- 9.4 All governors and trustees must 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 in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- 9.5 In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- 9.6 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.
- 9.7 The DSL will have undertaken advanced safeguarding training and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within each school and ensure they receive appropriate training
- 9.8 In addition to the formal training for DSLs and their deputies, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- 9.9 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.
- 9.10 At least one member (but preferably more) of an interview panel must be Safer Recruitment trained.

10.0 Prevention – Overview

Futura Learning Partnership recognizes that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps protect children from harm.

The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

- Include, in the curriculum, activities and opportunities for PSHE through Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;
- Include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

10.1 Prevention – Curriculum

Relationships and Sex Education (RSE)

Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) is compulsory from September 2020. The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Statutory guidance: relationships education, relationships and sex education (RSE) and health education. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Further details of how trust schools deliver this content can be found in the trust Sex and Relationships Education Policy.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered. Trust schools ensure that issues are taught in a way that does not subject children to discrimination. Trust schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promotes understanding and respect.

British Values

The Trust includes fundamental British Values across its curriculum to help protect against extremism and radicalisation.

Drug Education

The aim of drug education in trust schools is to provide opportunities for children to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of healthy lifestyle, relating this to their own and others' lifestyles. This includes:

- The rules and laws relating to drugs;
- The short and long term effects and risks of drugs;
- The impact of drugs on individuals, families and communities ;
- The impact of peer pressure;
- How to seek advice;
- Addressing stereotypes;
- Analysing drugs and the media.

Online Safety

All schools should aim to raise awareness of Online Safety through education and training. Online Safety is a term that encompasses not only the internet, but all other ways in which young people communicate using electronic media (eg; smart phone, gaming consoles). It means ensuring that children are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves and others. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes’;
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

The PSHE and ICT curriculums are designed to:

- Make sure that children understand their own risks when using online services.
- Guide children to the best sources of information and support.

Online Safety: Filtering and Monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, all Trust schools do all that they reasonably can to limit children’s exposure to the above risks from the school’s IT system. As part of this process, Trust schools will ensure their school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified . Trust schools will consider the number of and age range of their children, those who are potentially a greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks. Any concerns should be raised with the Designated Safeguarding Lead, who has overall responsibility for filtering and monitoring.

Anti-Bullying

From their arrival children are given the very clear message that any form of bullying or unpleasant behavior is neither welcome nor tolerated in trust schools. This is reiterated in assemblies, in tutor groups and through the curriculum, particularly in subjects such as PSHE. Strategies included

involve talking to children about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies.

All trust schools celebrate anti-bullying week in November every year.

Mental Health

Mental health is taught progressively across all year groups through the PSHE Curriculum.

Curriculum delivery aims to meet the following objectives.

- Play a vital role in keeping children safe;
- Help the development of healthy coping strategies and an understanding of children's own emotions as well as those of other people;
- Help them to understand when help might be needed, what help is available, and the likely outcome of seeking support;
- Support children to support any of their friends who are facing challenges.

11.0 Safer recruitment

Safe recruitment is central to the safeguarding of children. All trust schools which employ staff or volunteers to work with children have a duty to safeguard and promote their welfare. This includes ensuring that each school adopts safe recruitment and selection procedures which prevent unsuitable persons from gaining access to children. Further information in relation to the recruitment, selection and pre-employment vetting of employees can be found in the trust Safer Recruitment and Selection Policy.

11.1 Single Central Record

Each trust school will have its own Single Central Record (SCR) which will be located in the HR secure area on the school drive. The school/trust HR team will add new starters and update records, including Leavers, once they have been provided all the relevant information. Further information in relation to the SCR at all trust schools can be found in the Futura Learning Partnership Safer Recruitment and Selection Policy.

12.0 The Role of the Academy Governance Committee of each Futura Learning Partnership school

12.1 The governance committee in each trust school will ensure that all statutory duties with regard to child protection are fulfilled by offering 'strategic challenge', including attending safeguarding training on induction focusing on the AGC's strategic role. This training should be regularly updated.

12.2 The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding.

- 12.3 The governance committee will ensure that weaknesses identified within the annual school safeguarding audit through on-going monitoring of child protection procedures and other sources, are addressed explicitly within the School Improvement Plan. The governance committee will regularly monitor the implementation and impact of the identified actions.
- 12.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- 12.5 The governance committee controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided separately by another body, the governance committee will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.
- 12.6 The designated governor for child protection in each trust school will meet the DSL three times a year (minimum) to review key aspects of child protection and safeguarding.

13.0 The Role of the Trust Board

- 13.1 The Trust Board will comply with its duties under legislation. They must have regard for Keeping Children Safe in Education 2023, ensuring policies, procedures and training in all trust schools are effective and comply with the law at all times.
- 13.2 The Futura Learning Partnership Executive Leader for Safeguarding will report three times a year to the trust Audit and Risk Committee on all of the aspects of safeguarding. The key points from these reports will be shared with the Trust Board.

14.0 External Lettings

- 14.1 Futura Learning Partnership is dedicated to ensuring the safeguarding of its pupils at all times. Where a third party hires a Futura Learning Partnership school premises outside school hours, the responsibility for ensuring that safeguarding measures are in place rests with the third party rather than the school. The same principle applies to PTAs, even when they are not paying for use of the site.

When hiring a Futura Learning Partnership school, third parties are expected to adhere to local safeguarding procedures and be vigilant to any of the safeguarding concerns as outlined in this policy.

If there is a chance that those hiring the premises will come into contact with pupils, for example if the hire occurs during school hours, or when pupils may be present in the school (during after school clubs or extra-curricular activities), the Futura Learning Partnership school will ask for confirmation that the third party have had the appropriate level of DBS check.

The hosting Futura Learning Partnership school is not responsible for conducting DBS checks on third parties hiring the school site. The third party are responsible for conducting DBS checks where required.

To ensure that third parties have appropriate safeguarding policies and procedures in place, Futura Learning Partnership will:

- Ask for copies of the third party's policies and procedures;
- Check the third party's website for safeguarding statements or documents;
- Ask the third party to sign a declaration stating that they will adhere to the trust Child Protection and Safeguarding Policy.

15.0 Review

- 15.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Appendix A – Key Staff

Designated Safeguarding Lead



Steve Ive – Wellsway School & IKB Academy

Deputy Designated Safeguarding Lead



Ella Ferguson – Wellsway School & IKB Academy

- The nominated child protection governor is Dan Forster (Wellsway) dforster@wellswayschool.com. Frazer Greenroyd (IKB) fgreenroyd@ikbacademy.org.uk
- The Headteachers are Rob Pearsall (Wellsway) & Pete Headeach (IKB)
- The local authority children’s social services are: B&NES Children’s Social Work Services: 01225 396111 or 01225 477929 (weekdays, 08:30 – 17:00, except Friday which closes at 16:30) 01454 615165 (Emergency Duty Team). Access & Response Team (South Glos. Children’s Social Work Services): 01454 860000 (weekdays, 09:00 – 17:00, except Friday which closes at 16:30). First Point (Bristol Children’s Social Work Services): 0117 9036444, 01454 615165 (out of hours).

Appendix B – Recording Concerns – Aide Memoire for Staff Wellsway School & IKB Academy

CHILD PROTECTION INCIDENTS OR WELFARE CONCERNS

RECORDING AIDE MEMOIRE FOR STAFF

Safeguarding children is a task for everyone at Wellsway School & IKB Academy.

All staff members at Wellsway School & IKB Academy have an important role to play in helping to identify welfare concerns and possible indicators of abuse or neglect at an early stage.

For some children a one-off serious incident or concern may occur and you will have no doubt that this must be immediately recorded and reported. Most often, however, it is the accumulation of a number of small incidents, events or observations that provide the evidence of harm being caused to a child.

Your Designated Safeguarding Lead is

Mr Steven Ive

What should you do if you have concerns?

- ✓ **You must pass concerns to the Designated Safeguarding Lead, or another designated person in the Designated Safeguarding Lead's absence, as soon as possible after they are identified and, where possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action.
- ✓ The Designated Safeguarding Lead is responsible for referring child protection concerns to Children's Social Care. Although the timing of referrals is based on perceived risk, it is expected that **referrals will be made usually within one working day of recognition of risks. It is important, therefore, that the Designated Safeguarding Lead is made aware of concerns as soon as possible.**
- ✓ In the first instance, you could pass concerns to the Designated Safeguarding Lead verbally, but you must follow this in writing. **All concerns must be recorded on CPOMS (Appendix D) or the child protection incident/welfare concern form (Appendix E)** if you do not have access to a school email account.
- ✓ Do not keep your own system to note concerns. You must use the system detailed in this aide memoire. This is to ensure proper communication, collation, and storage of information.

What is a child protection or welfare concern and when should you record and report it?

When there are any concerns that might indicate possible abuse or neglect, the concerns need to be recorded and passed to the Designated Safeguarding Lead.

For example (this is not an exhaustive list):

- Physical presentation of the child;
- Marks on the child's body or physical injuries;
- Unusual or different behaviour;
- Behaviour not appropriate to the child's age or development;
- Mood changes;
- Statements, stories or drawings from the child;
- Missing from the establishment or non-attendance without a reasonable explanation;
- Information from others, including siblings, parent who does not have residence, friends, other children, members of the public, etc.;
- Concerning parental behaviour towards the child;
- Concerning letters, telephone calls or contacts from the parent to the establishment;
- Direct disclosure or allegation made by the child.

Appendix C – Further information in relation to types of abuse, neglect and specific safeguarding issues relating to children

Abuse is 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.

i Physical abuse

- Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Some of the following signs may be indicators of physical abuse:**
- Children with frequent injuries
- Children with unexplained or unusual fractures or broken bones, and
- Children with unexplained:
 - a) Bruises or cuts;
 - b) Burns or scalds, or;
 - c) Bite marks.

ii Emotional abuse

- Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Some of the following signs may be indicators of emotional abuse:**
- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

iii Sexual abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

Some of the following signs may be indicators of sexual abuse:

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

iv Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include

Some of the following signs may be indicators of neglect:

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

This guidance in relation to the types of abuse is in line with the guidance provided in 'What to do if you're worried a child is being abused' 2015.

Specific Safeguarding Issues

Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect. It is important that members of staff are aware of the specific safeguarding issues that are listed below.

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Schools can also access broad government guidance on the issues listed below via the GOV.UK website:

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions

- associate with other children involved in exploitation
- suffer from changes in emotional well-being
- misuse alcohol and other drugs
- go missing for periods of time or regularly come home late, and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education.

Child Sexual Exploitation (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.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home
- have been the victim or perpetrator of serious violence (e.g. knife crime)
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity
- owe a 'debt bond' to their exploiters
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Children and the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information:

<https://helpwithchildarrangements.service.justice.gov.uk>

Children Who Are Absent from Education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence procedures and children missing education procedures.

Children With Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO (<https://www.nicco.org.uk>) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices (<https://www.nationalcrimeagency.gov.uk/cyber-choices>), 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or a deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable immediate support to be put in place, according to the child’s needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to local authority children’s social care if they are concerned about a child’s welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

<https://www.operationencompass.org>

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects (<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>)
- Refuge what is domestic violence/effects of domestic violence on children: <https://refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>
- Safe Young Lives: Young people and domestic abuse | Safelives: <https://safelives.org.uk/node/1112>
- Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse): <https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support>

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department for Levelling Up, Housing and Communities have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at school. More information can be found in the Mental health and behaviour in schools guidance (<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>), colleges may also wish to follow this guidance as best practice. Public Health England Every Mind Matters (<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>) for links to all materials and lesson plans.

Modern Slavery

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.

<https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>

Preventing Radicalisation

Children may be susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, there are possible indicators that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect people from extremist ideologies and intervene to prevent those at risk of radicalisation being drawn to terrorism. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or a deputy) making a Prevent referral.

Although not a cause for concern on their own, possible indicators when taken into consideration alongside other factors or context may be a sign of being radicalised.

Making a Referral to Prevent: <https://www.gov.uk/guidance/making-a-referral-to-prevent>

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads (and deputies) and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads (and deputies) and other senior leaders in colleges should familiarise themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

Prevent Duty guidance for England and Wales: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual will be required to provide their consent before any support delivered through the programme is provided.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Prevent: Additional Support

The Department has published further advice for those working in education settings with safeguarding responsibilities on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school and college teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings to comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, to support staff and governors/Board members in outlining their roles and responsibilities under the duty.

Sexual Violence and Sexual Harassment Between Children in Schools

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 online. It can also 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 school or college. 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.

It is essential that **all** victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Detailed advice is available in Appendix H and Appendix I and in Part five of Keeping Children Safe in Education.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy.

Professionals should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Advice for schools and colleges is provided in the Home Office's Criminal exploitation of children and vulnerable adults: county lines guidance. The Youth Endowment Fund (YEF) Toolkit sets out the evidence for what works in preventing young people from becoming involved in violence.

The Police, Crime, Sentencing and Courts Act will introduce early in 2023 a new duty on a range of specified authorities, such as the police, local government, youth offending teams, health and probation services, to work collaboratively, share data and information, and put in place plans to prevent and reduce serious violence within their local communities. Educational authorities and prisons/youth custody authorities will be under a separate duty to co-operate with core duty holders when asked, and there will be a requirement for the partnership to consult with all such institutions in their area.

The Duty is not intended to replace or duplicate existing safeguarding duties. Local partners may choose to meet the requirements of the Duty through existing multi-agency structures, such as multi-agency safeguarding arrangements, providing the correct set of partners are involved.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when

deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹⁵² that requires a different approach (see below).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁵³ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or a deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

[FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form

of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage -GOV.UK \(www.gov.uk\)](#). School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 02070080151 or email fmfu@fcdof.gov.uk.

In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

- Online safety – **Please refer to the trust Online Safety Policy**
- Children missing education – **Please refer to the link below and Appendix Q for further information in relation to children missing education.**

<https://www.gov.uk/government/publications/children-missing-education>

- Child missing from home or care – **Please refer to the Wellsway School & IKB Academy Attendance Policies and the link below for further information in relation to children missing from home and care.**

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

- Drugs — **Please refer to the Futura Drugs Policy for further information in relation to drugs.**
- Gender-based violence/violence against women and girls (VAWG) – **Please refer to the link below for further information in relation to VWAG.**

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

- Hate– **Please refer to the link below for further information in relation to hate**

<http://educateagainsthate.com/>

- Missing children and adults — **Please refer to the Wellsway School & IKB Academy Attendance Policies and the link below for further information in relation to children missing from home and care.**

<https://www.gov.uk/government/publications/missing-children-and-adults-strategy>

- Private fostering— **Please refer to the link below for further information in relation to private fostering.**

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

- Serious violence – **Please refer to Appendix O for further information in relation to serious violence**
- Teenage relationship abuse— **Please refer to the link below for further information in relation to teenage relationship abuse.**

- <https://www.gov.uk/government/collections/this-is-abuse-campaign>

- Trafficking— **Please refer to the link below for further information in relation to trafficking.**

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

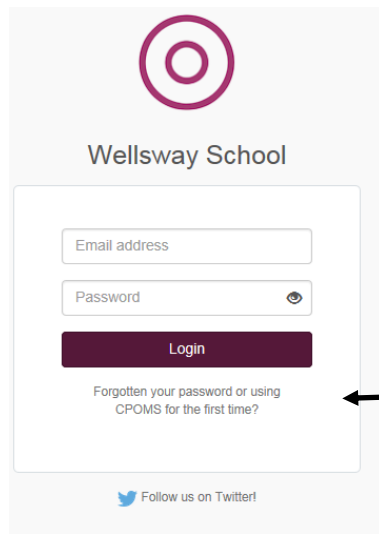
Appendix D – CPOMS Guidance (Setting up an account and logging incidents)

Setting Up Your Account

Click on the Wellsway or IKB CPOMS icon on RMunify or access through the safeguarding folder on the desktop.

Logging in for the first time:

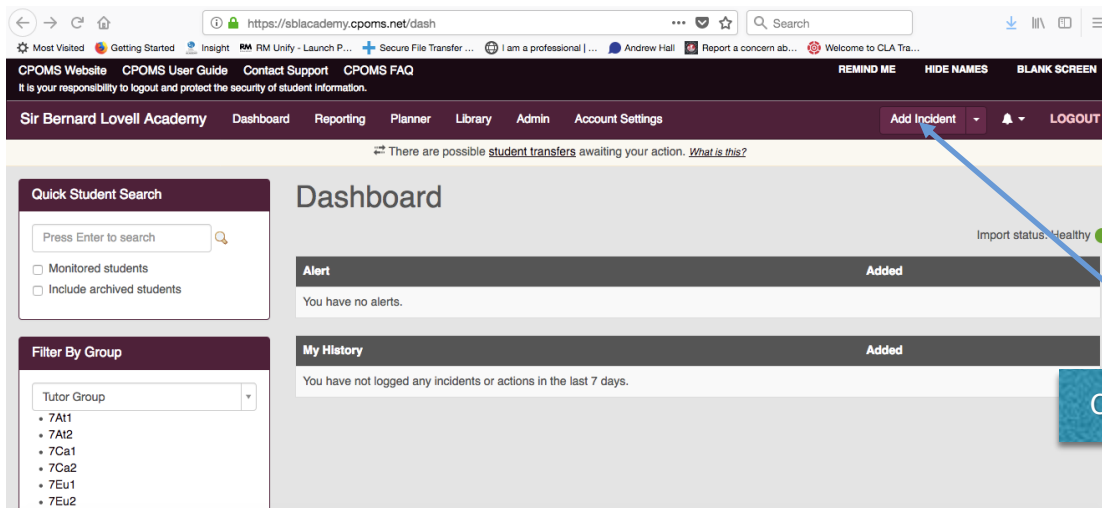
To ensure optimum security all members of staff must firstly create their own password. This can be done by selecting the ‘Forgotten your password or using CPOMS for the first time?’ option beneath the ‘Log in’ button. Simply input your staff email address and click ‘Reset Password’. This will then send you a link to your email address where you can create your first CPOMS password.



Click on ‘Forgotten your password or using CPOMS for the first time?’. Then create a new password.

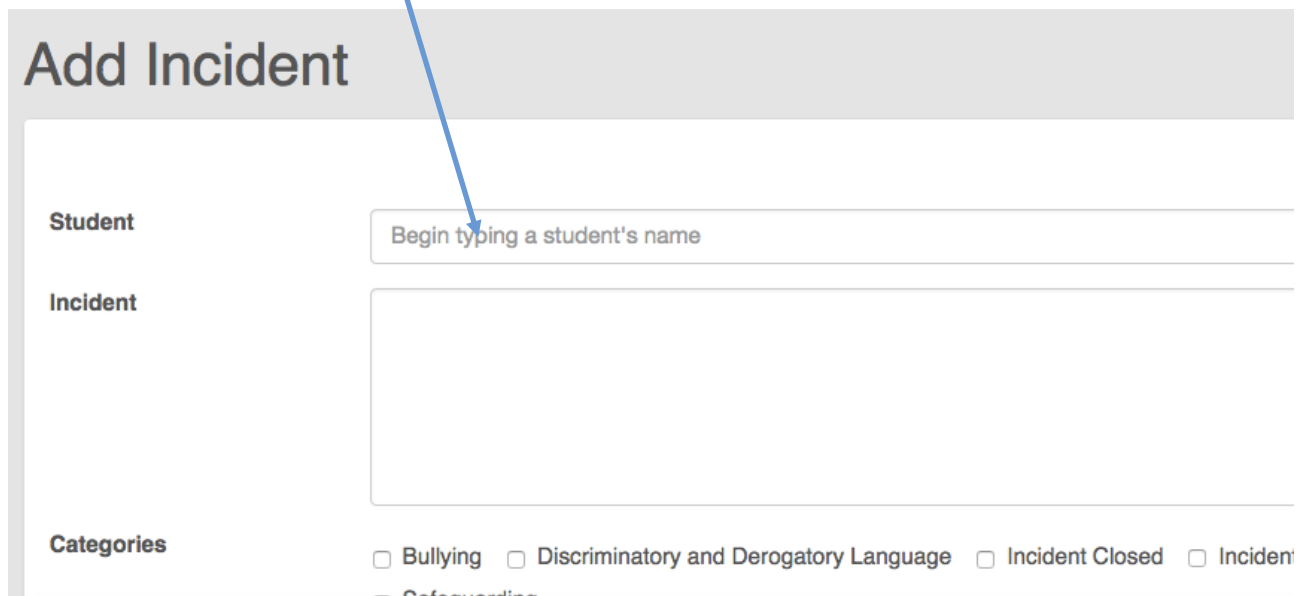
Adding An Incident

1) Click on the 'Add Incident' tab in the top right corner of the home screen:



The screenshot shows the CPOMS dashboard for Sir Bernard Lovell Academy. The top navigation bar includes links for 'Dashboard', 'Reporting', 'Planner', 'Library', 'Admin', and 'Account Settings'. The 'Add Incident' button is located in the top right corner of the dashboard. A blue arrow points from a callout box labeled 'Click on 'Add Incident'' to the 'Add Incident' button. The dashboard also features a 'Quick Student Search' section with a search box and checkboxes for 'Monitored students' and 'Include archived students'. Below this is a 'Filter By Group' section with a dropdown menu for 'Tutor Group' and a list of groups: 7A11, 7A12, 7Ca1, 7Ca2, 7Eu1, and 7Eu2. The main content area shows a 'Dashboard' with sections for 'Alert' (Added) and 'My History' (Added).

2) Search for the student by typing in their name in the top box



The screenshot shows the 'Add Incident' form. The title 'Add Incident' is at the top. Below the title, there are three main sections: 'Student', 'Incident', and 'Categories'. The 'Student' section has a text input field with the placeholder text 'Begin typing a student's name'. A blue arrow points from the top of the page to this input field. The 'Incident' section has a large empty text area. The 'Categories' section has several checkboxes: 'Bullying', 'Discriminatory and Derogatory Language', 'Incident Closed', 'Incident', and 'Safeguarding'.

3) Complete the rest of the form in as much detail as possible

4) You do not need to alert any member of pastoral staff. It does this automatically.

5) Click on 'Add incident' to finalise.

Appendix E – School Welfare Concern Form

Use this form if you do not have a school or trust email address to record any concern about a student's welfare and give it to the DSL or Deputy DSL.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the DSL or Deputy DSL today.

Wellsway School & IKB Academy

CHILD PROTECTION INCIDENT/WELFARE CONCERN FORM

| | | | |
|---|--|-------------------------|--|
| Child's name | | | |
| Child's date of birth | | Year group | |
| Staff member reporting incident - name and position | | | |
| Date of incident (dd/mm/yyyy) | | Time of incident | |
| Details of the incident | | | |
| <p>Note the reasons for recording the incident. Ensure the following factual information is provided – who, what, when and where. Include names of witnesses, if relevant, and immediate actions taken. Offer an opinion where relevant (how and why this might have happened). Substantiate the opinion. Attach a body map or other information, if appropriate.</p> | | | |
| | | | |

Large empty rectangular box for reporting details.

| | | | |
|---|--|-------------|--|
| Reporting staff member's signature | | Date | |
|---|--|-------------|--|

Please pass this form to the your Safeguarding Lead:
Steven Ive (DSL), Ella Ferguson (DDSL) or Adam Littleboy (DDSL).

The Safeguarding Lead

The Safeguarding Lead should record the response to the incident or concern and outcomes.

Response to the incident/concern

Note actions taken, including names of anyone to whom your information was passed.

Empty box for recording response to the incident/concern.

Outcomes

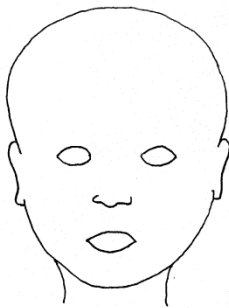
Record outcomes of the actions taken.

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

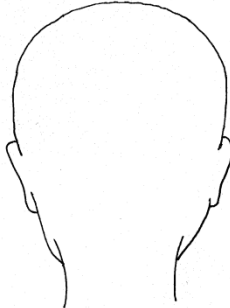
| | | | |
|--------------------------------------|--|-------------|--|
| Safeguarding Lead's name | | | |
| Safeguarding Lead's signature | | Date | |

BODY MAP

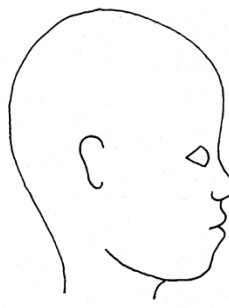
| | | | |
|--------------------------------------|--|-----------------------------------|--|
| Child's name | | Child's date of birth | |
| Date of incident (dd/mm/yyyy) | | Person completing body map | |



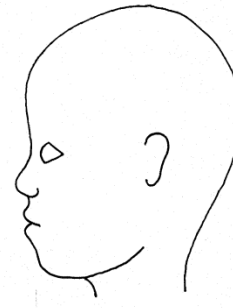
FRONT



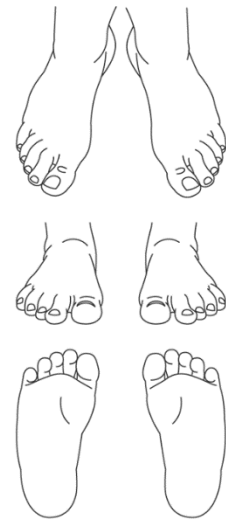
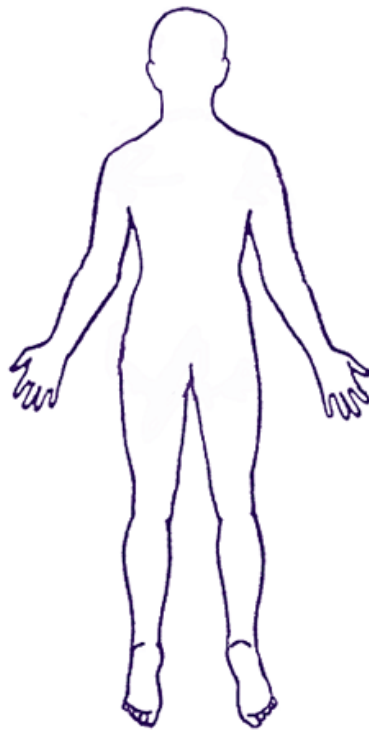
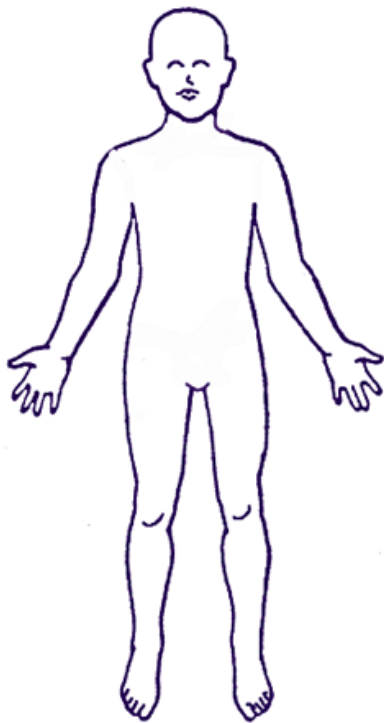
BACK



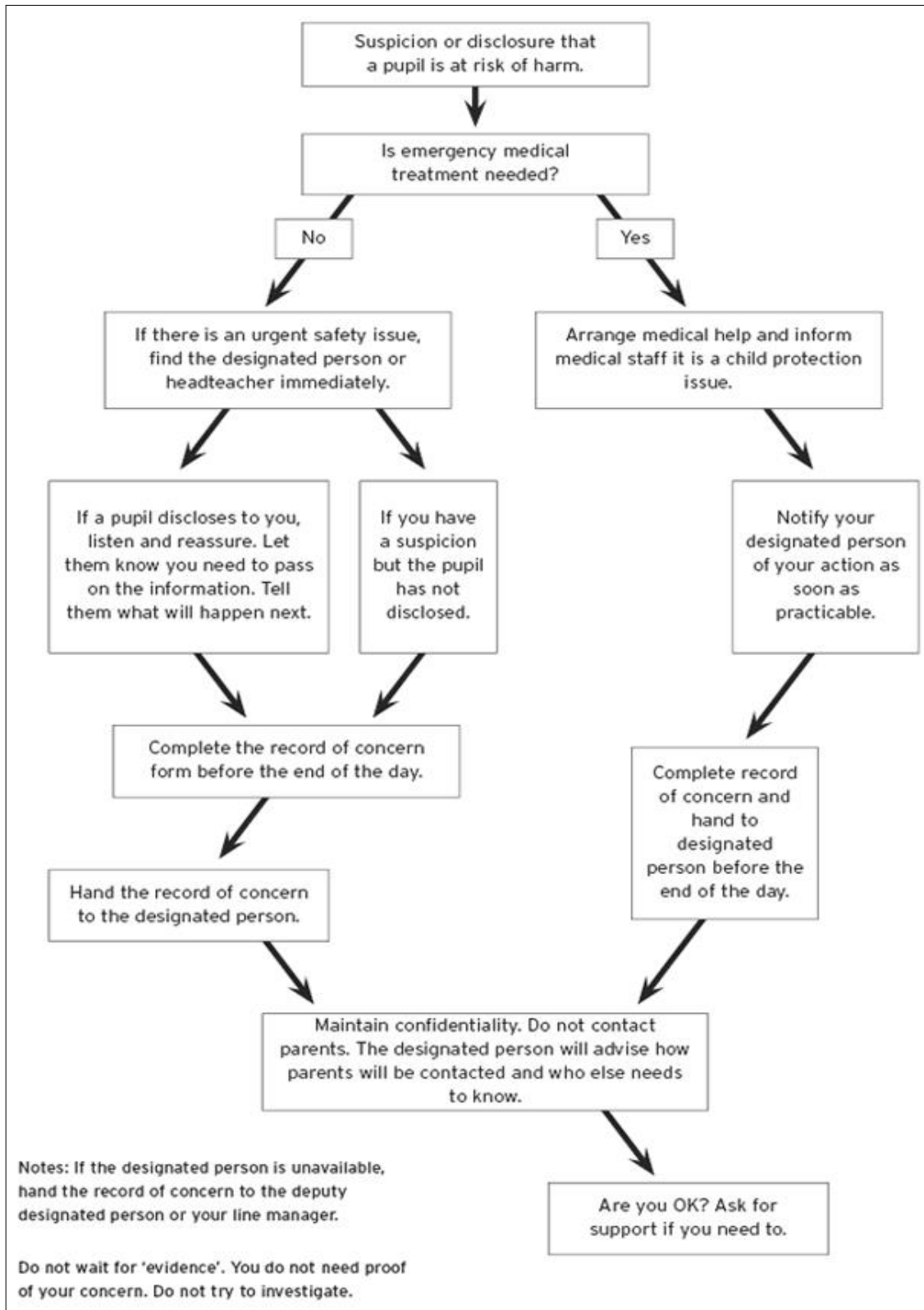
RIGHT



LEFT



Appendix F – For All Staff - Reporting a concern flowchart



Appendix G – Responding to Child on Child Abuse

DfE guidance Keeping Children Safe in Education (2023) says that governing bodies should ensure that there are procedures in place to handle allegations against other children. The guidance also states the importance of minimising the risks of child on child abuse.

Prevention

Trust schools will minimise the risk of allegations against other pupils by:

- Providing PHSE as part of the curriculum, which will help children develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe;
- Having effective systems within our school for children to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed;
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other children;
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

Procedures

In most instances, the conduct of children towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form, including use of technology.

Specific safeguarding issues against another student may include:

Physical abuse:

- Pre-planned violence;
- Physical altercations;
- Forcing others to carry out violence; or
- Forcing others to use drugs, alcohol or other substances.

Emotional abuse:

- Bullying (including cyberbullying);
- Threats and intimidation;
- Blackmail/extortion.

Sexual abuse:

- Sexual assault;
- Indecent exposure;


- Indecent touching;
- Showing pornography to others or forcing others to create/share/download indecent images;
- Sexting.

Sexual exploitation

- Encouraging/enticing other pupils to engage in inappropriate sexual behaviour;
- Photographing or videoing other children performing indecent acts;
- Sharing images through social media.

Flowchart for responding to a concern (Child on Child Abuse)

| | |
|--|--|
| Report Received (From the victim or third party) (Onsite, offsite or online) | |
| School Response | |
| <ul style="list-style-type: none"> • Victim reassured • Taken seriously and kept safe • Confidentiality not promised • Listen to the victim, non-judgementally • Record the disclosure (facts as reported) • The incident should not be investigated at this time • Victim sensitively informed of referral to other services • If the victim does not consent to share, staff may still lawfully share in order to protect the victim from harm and to promote the welfare of children • The DSL will contact social services to discuss the case, and make a formal referral where appropriate • If the allegation indicates that a potential crime has taken place, the school or social services will refer the case to the police • Parents of both the alleged victim and the student being complained about should be informed; this should be discussed during consultation with social services. | |
| Remember to record all concerns, discussions, decisions and reasons for decisions | |
| Referral to Police did not take place Risk Assessment (Case by case basis) | Referral to Police Risk Assessment (Immediately) Do not wait for outcome of referral before protecting the victim. Emphasis on victim being able to continue normal routines. Alleged perpetrators removed from any classes with the victim (also consider shared space and journey to/from school) (Not a judgement of guilt). |
| Safeguard and support victim and (alleged) perpetrator | Safeguard and support victim and (alleged) perpetrator |
| Disciplinary measures taken in line with school policies | Disciplinary measures taken in line with school policies. Ensure school actions do not jeopardise the investigation. Criminal process ends Caution or conviction – Follow behaviour policy and consider PEX. Consider the wishes of the victims if the perpetrator stays in school Not guilty – support victim and alleged perpetrator |



| | | |
|--|--|--|
| | No further action – support victim and alleged perpetrator. | |
|--|--|--|

Appendix H – Responding to Child on Child Abuse (Sexual Violence and Sexual Harassment)

Sexual violence and sexual harassment is not acceptable, will never be tolerated in Futura Learning Partnership and is not an inevitable part of growing up. Behaviours such as those outlined in the Government's 'Review of sexual abuse in schools and colleges' will always be challenged with appropriate action taken. Sexual violence and sexual harassment can happen outside of the school and online; the trust school will act accordingly regardless of where the alleged abuse took place. All victims will be reassured, taken seriously, supported and kept safe. It is crucial staff have an understanding of the definitions below to develop a shared understanding of sexual violence and sexual harassment.

Definitions

Victim - although not everyone affected by sexual violence or harassment considers themselves in this way, the guidance refers to this person as the victim throughout.

Alleged Perpetrator - refers to the young person(s) alleged to be responsible for the violence or harassment; the alleged child perpetrator must also be considered as someone in need of support, and may be a victim of abuse themselves.

Sexual Violence Offences defined below under the Sexual Offences Act 2003 (paraphrased for brevity):

- **Rape:** intentional penetration of the vagina, anus or mouth of another person, using the penis, without consent;
- **Assault by penetration:** intentional penetration of the vagina or anus of another person using a body part (other than the penis), or other object, without consent;
- **Sexual assault:** intentionally touching another person sexually, without consent.

Sexual Harassment is unwanted conduct of a sexual nature, including sexual comments, 'jokes' or taunts; physical behaviour; online sexual harassment or 'upskirting'.

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. '**Upskirting**' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

Consent - to agree to vaginal, anal or oral penetration with free will and the capacity to do so; consent is not all-encompassing, may cover only certain sexual activities, may be given with conditions, may be withdrawn at any time; and consent is needed every time sexual activity takes place.

Harmful Sexual Behaviours - Children's sexual behaviours exist on a wide continuum across different ages and stages of development. However, abusive and violent sexual behaviours are inappropriate. Harmful sexual behaviours are often found in children who have been, or are being,

abused themselves. Children showing signs of harmful sexual behaviours are in need of appropriate support themselves.

It is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.


Whole school approach

Reducing the risk of sexual violence and sexual harassment is seen by all Trust schools in the context of developing a whole school culture of safeguarding. The procedures to deal with sexual violence and sexual harassment are transparent, and easy to understand for pupils, staff and parents.

Trust schools deliver effective programmes of Personal, Social, Health and Economic education (PSHE) and Sex and Relationships Education (SRE). Pupils are helped to understand safeguarding issues, how to raise a concern they may have about themselves, or a friend or peer; and learn to recognise and develop healthy and respectful relationships, avoiding stereotypes and promoting equality. Pupils are taught that sexual violence and sexual harassment is always wrong.

Flowchart for responding to a concern (Sexual Assault or Sexual Harassment)

| | |
|--|---|
| Report Received (From the victim or third party) (Onsite, offsite or online) | |
| Definitions Sexual Assault Rape Assault by penetration Sexual assault Sexual Harassment Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour, online sexual harassment or upskirting. | <p style="text-align: center;">Victim reassured</p> <ul style="list-style-type: none"> • Taken seriously and kept safe. • Confidentiality not promised. • Listen to the victim, non-judgementally. • Record the disclosure (facts as reported). • Two staff present (one being DSL, or reported to DSL as soon as possible). • Victim sensitively informed of referral to other services. • The incident should not be investigated at this time. • If the victim does not consent to share, staff may still lawfully share in order to protect the victim from harm and to promote the welfare of children. • The DSL will contact social services to discuss the case, and make a formal referral where appropriate. • If the allegation indicates that a potential crime has taken place, the school or social services will refer the case to the police. • Parents of both the alleged victim and the student being complained about should be informed; this should be discussed during consultation with social services. • Parents of victim informed. <p style="text-align: center;">Anonymity</p> <p>Note that in case of sexual violence there is a legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in school.</p> |
| Considerations | |

| | | | | |
|---|--|--|---|---|
| Remember to record all concerns discussions, decisions and reasons for decisions. | <ul style="list-style-type: none"> • Wishes of the victim. • Nature of the alleged incident. • Ages of the children. • Development stage of the child. | | <ul style="list-style-type: none"> • Any power imbalance. • One off, or part of a pattern of – behaviour. • Any ongoing risks. • Other related issues and wider context. | |
| Manage Internally One-off instances which the school believes the child(ren) are not in need of early help or statutory intervention, which would be appropriate for the school to deal with internally under the school's behaviour policy or anti-bullying policy | Early Help Non-violent Harmful Sexual Behaviours (See Brook Traffic Light Tool) | Refer to Social Care All incidents where a child has been harmed, or is at risk of harm or is in immediate danger | Refer to Police All incidents of rape, assault by penetration, sexual assault or upskirting. Discuss next steps with police, for example disclosing information to other staff, informing alleged perpetrator and their parents. | |
| Risk Assessment (Case by case basis) | | Risk Assessment (Immediately) Do not wait for outcome of referral before protecting the victim. Emphasis on victim being able to continue normal routines. Alleged perpetrators removed from any classes with the victim (also consider shared space and journey to/from school) (Not a judgement of guilt). | |  |
| Safeguard and support victim and (alleged) perpetrator | | Safeguard and support victim and (alleged) perpetrator | | |
| Disciplinary measures taken in line with school policies | | Disciplinary measures taken in line with school policies Ensure school actions do not jeopardise the investigation. | | |
| Criminal process ends | | | | |

| | |
|---|--|
| <p>Caution or conviction – Follow behaviour policy and consider PEX. Consider the wishes of the victims if the perpetrator stays in school.</p> <p>Not guilty – support victim and alleged perpetrator.</p> <p>No further action – support victim and alleged perpetrator.</p> | |
|---|--|

Appendix I – Responding to Child on Child Abuse (Sharing Nudes/Semi-Nudes)

The UKCCIS guidance is non-statutory, but should be read alongside ‘Keeping children safe in education’ (2023).

Definition

‘Sharing nudes/semi-nudes’ is the sharing of nude and semi-nude images and or videos (also known as ‘youth-produced sexual imagery’). This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent. Indecent is subjective and has no specific definition in UK law.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18;
- A person under 18s shares an image of another under 18 with another person under 18 or an adult;
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography;
- Under 18s sharing sexual texts without sexual imagery;
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police).

Response to incidents of youth produced sexual imagery

- The response should be guided by the ‘principle of proportionality’;
- ‘The primary concern at all times should be the welfare and protection of the young people involved.’ (Sharing nudes and semi nudes: how to respond to an incident 2021 (page 8)).

The Law

Making, possessing, and distributing any imagery of someone under 18 which is indecent and illegal. This includes imagery of yourself if you’re under 18. Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- A naked young person;
- A topless girl;
- An image which displays genitals; and
- Sex acts including masturbation.

Indecent images may also include overtly sexual images of young people in their underwear.

Context

- These laws weren’t created to criminalise young people but to protect them.

- Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. Young people need education, support, and safeguarding, not criminalisation.
- The National Police Chiefs' Council (NPCC) is clear that "youth-produced sexual imagery should be primarily treated as a safeguarding issue."
- Schools may respond to incidents without involving the police. (However, in some circumstances, the police must always be involved).

Crime recording

When the police are notified about youth-produced sexual imagery, they must record this as a crime. The incident is listed as a crime, and the young person is the suspect. This is, however, not the same as a criminal record.

Every crime reported to the police must have an outcome code. The NPCC, Home Office and the DBS have agreed a new outcome code for youth-produced sexual imagery.

Outcome 21: This outcome code allows the police discretion not to take further action if it is not in the public interest, even though there is enough evidence to prosecute.

Using this outcome code is likely to mean the offence would not appear on a future Enhanced DBS check, although not impossible, as that disclosure is a risk-based decision. Schools can be assured that the police have the discretion they need not to adversely impact young people in the future.

Handling incidents

- Refer to the designated safeguarding lead;
- DSL meets with the young people involved;
- Do not view the image unless it is unavoidable;
- Discuss with parents, unless there is an issue where that's not possible;
- Any concern the young person is at risk of harm, contact social care or the police.

Always refer to the police or social care if incident involves:

- An adult;
- Coercion, blackmail, or grooming;
- Concerns about capacity to consent, [e.g., SEN];
- Images show atypical sexual behaviour for the child's developmental stage;
- Violent acts are depicted;
- Image shows sex acts and includes a child under 13;
- A young person at risk of immediate harm as a result of the disclosure (for example, self-harm or suicide).

Once the DSL has enough information, the decision should be made to deal with the matter in school, refer it to the police and/or to social care. All information and decision-making should be recorded in line with school policy. If the incident has been dealt with in school, a further review should be held to assess risks.

Assessing the risks once the images have been shared

- Has it been shared with the knowledge of the young person?
- Are adults involved in the sharing?

- Was there pressure to make the image?
- What is the impact on those involved?
- Does the child or children have additional vulnerabilities?
- Has the child taken part in producing sexual imagery before?

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or children's social care.

If you have any doubts about whether to involve other agencies, you should make a referral to the police.

Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal).
- View with another member of staff present.
- Record the fact that the images were videoed along with reasons and who was present. Sign and date.

Deleting images (from devices and social media)

- If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images.
- It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.
- Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Searching, screening and confiscation 2018

This document provides specific guidance for when it is appropriate to search electronic devices and/or delete images.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm;
- Disrupt teaching;
- Break school rules;
- Commit an offence;
- Cause personal injury; or
- Damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Appendix J- Record Keeping – Further Information

What information should be included in a stand-alone Child Protection File on CPOMS?

The following information must be kept in the stand-alone file:

- File front sheet;
- Chronology - Records of discussions, telephone calls and meetings with colleagues and other agencies or services;
- All completed child protection incident/welfare concern forms;
- Any child protection information received from the child's previous educational establishment;
- Professional consultations;
- Letters sent and received;
- Referral forms (sent to Children's Social Care, other external agencies or education-based services);
- Minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family, as appropriate;
- Formal plans for or linked to the child, eg child protection plans, child in need plans, EHAPs, etc;
- In cases where different types of information are held, it may be helpful to organise them on a modular basis for ease of reference, eg in sections entitled 'referrals', 'letters', 'multi-agency records', etc.

The importance of a Chronology

The importance of understanding concerns for a child in the context of history, timelines and other known information cannot be under-estimated. Chronologies are central to this process.

A chronology must be maintained in the child's stand-alone file and updated on an ongoing basis as incidents or events occur.

In addition to aiding assessment, a chronology will serve as an important record of the establishment's actions and, when attached to an inter-agency referral form, can provide evidence for the reason for a referral. It will also enable the establishment to provide evidence to Ofsted of what actions have been taken and what responses the establishment had to any referrals.

A chronology must list specific and significant incidents, events and actions taken in relation to the child and, where appropriate, their family, with a brief explanation or cross-referenced to the relevant record within the file.

In addition to recording incidents and events, the chronology must record all significant and relevant contacts between the establishment and parents, whether it is face-to-face, by email or telephone, with a record of what was discussed and action taken in response.

The chronology must be stored at the front of the child's safeguarding file, alongside the front sheet, where it can be quickly accessed and viewed.

Secure Storage, Retention and Disposal of Child Protection Files

All establishments have a duty to protect personal information under the Data Protection Act 1998. The eight principles of the Act must be adhered to when processing information about children.

The child's child protection/welfare concerns file must be kept separate from all other records relating to the child in the establishment.

Child protection records on paper must be stored in a locked cabinet with access only to those with direct safeguarding responsibility for children in the establishment.

A senior person must be nominated to be responsible for holding the key to the locked cabinet in the absence of the Safeguarding Lead.

If the child protection/welfare concerns file is an electronic file, the establishment must ensure that access privileges to this separate file are limited to only those with safeguarding responsibilities in the establishment.

It is essential to ensure that the establishment's leadership team knows the arrangements for access to records in the absence of the Safeguarding Lead. These arrangements should be stated in the establishment's child protection policy in relation to how welfare concerns will be managed if the Safeguarding Lead is not available.

Child protection records must be retained by all educational establishments until the child's 25th birthday, unless the records are transferred to a new establishment when the child leaves.

All child protection records retained by the establishment must be securely destroyed immediately after the retention period ends.

Transfer of Child Protection/Welfare Concern Records

When children transfer from primary or secondary schools or college and records of child protection/welfare concerns exist, these should be sent to the receiving establishment as soon as possible. This transfer should be arranged separately from the main educational file in line with Department of Education guidance.

When a child transfers from one early years setting to another or to primary school, their child protection/welfare concerns records should be transferred to the new setting or school as soon as possible.

Records of child protection/welfare concerns must be passed directly to the Safeguarding Lead or another authorised person in the receiving establishment under confidential cover.

If the child is the subject of a child protection plan at the time of transfer, the Safeguarding Lead must speak to their counterpart at the receiving establishment before arranging for the records to be transferred.

Paper or electronic records containing child protection information must be transferred in the most secure method available to the establishment. If posting paper records, it should be by signed-for

delivery to a named individual. Electronic records must only be transferred by a secure electronic transfer mechanism or after the information has been encrypted.

If a child subject of a child protection plan leaves the establishment and the child's new placement is not known, the child's key worker from Children's Social Care must be contacted to discuss how records should be transferred.

Where records of child protection/welfare concerns have been kept, and details of the receiving primary or secondary school is not known, schools should contact Social Services and the Local Authority Children Missing Education Team.

Educational establishments should be aware that some information they hold in child protection records, such as CAFs which are normally made in collaboration with the family, should only be transferred with the consent of the child or their parents.

Quality assurance of CP/Welfare Concern Records

The Safeguarding Lead should audit the establishment's children protection/welfare concerns files regularly to ensure that procedures are being followed and adequate records are being kept.

The audit should include a check of the following:

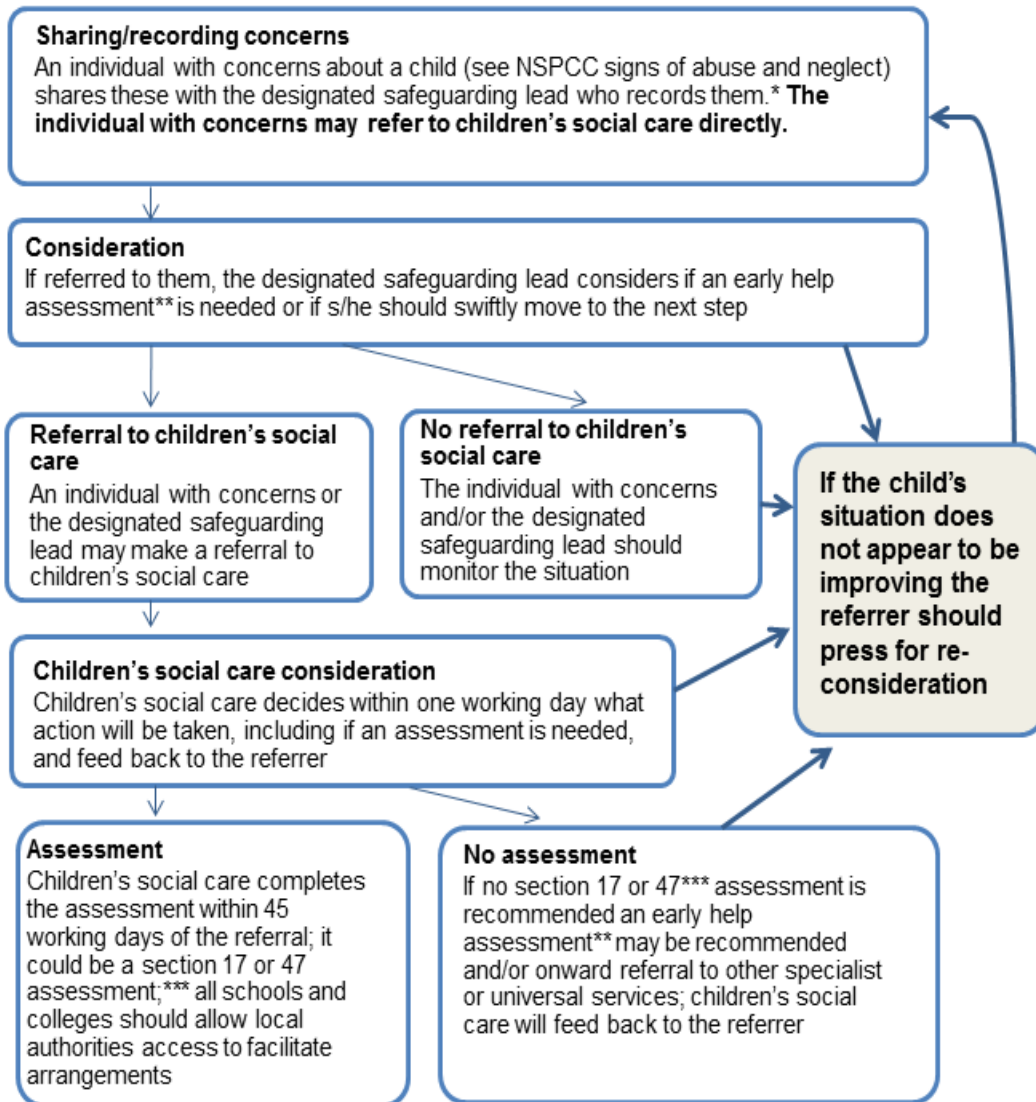
- The file front sheet has all the details correctly recorded.
- The file is correctly cross-referenced to other family members' files or to the child's other files, if appropriate.
- The child's general educational file is appropriately marked or flagged.
- The chronology is up to date and complete, and includes all incidents as well as all significant and relevant contacts with parents and the establishment's actions in response.
- Records and notes, including child protection incident/welfare concern forms are typed or hand-written legibly.
- Incident dates (including year), time and place are fully recorded.
- A factual and correct outline of every incident, concern or disclosure.
- Clear names and job titles of staff members involved, and names, job titles and signatures of the people completing forms.
- Notes of actions taken, information shared (what, with whom and when).
- Copies of referrals and letters sent.
- Copies of minutes or notes of meetings, eg child protection conferences, core group meetings, etc, copied to the file of each child in the family as appropriate.

Appendix K – For the DSL - Social Care Referral Flowchart

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



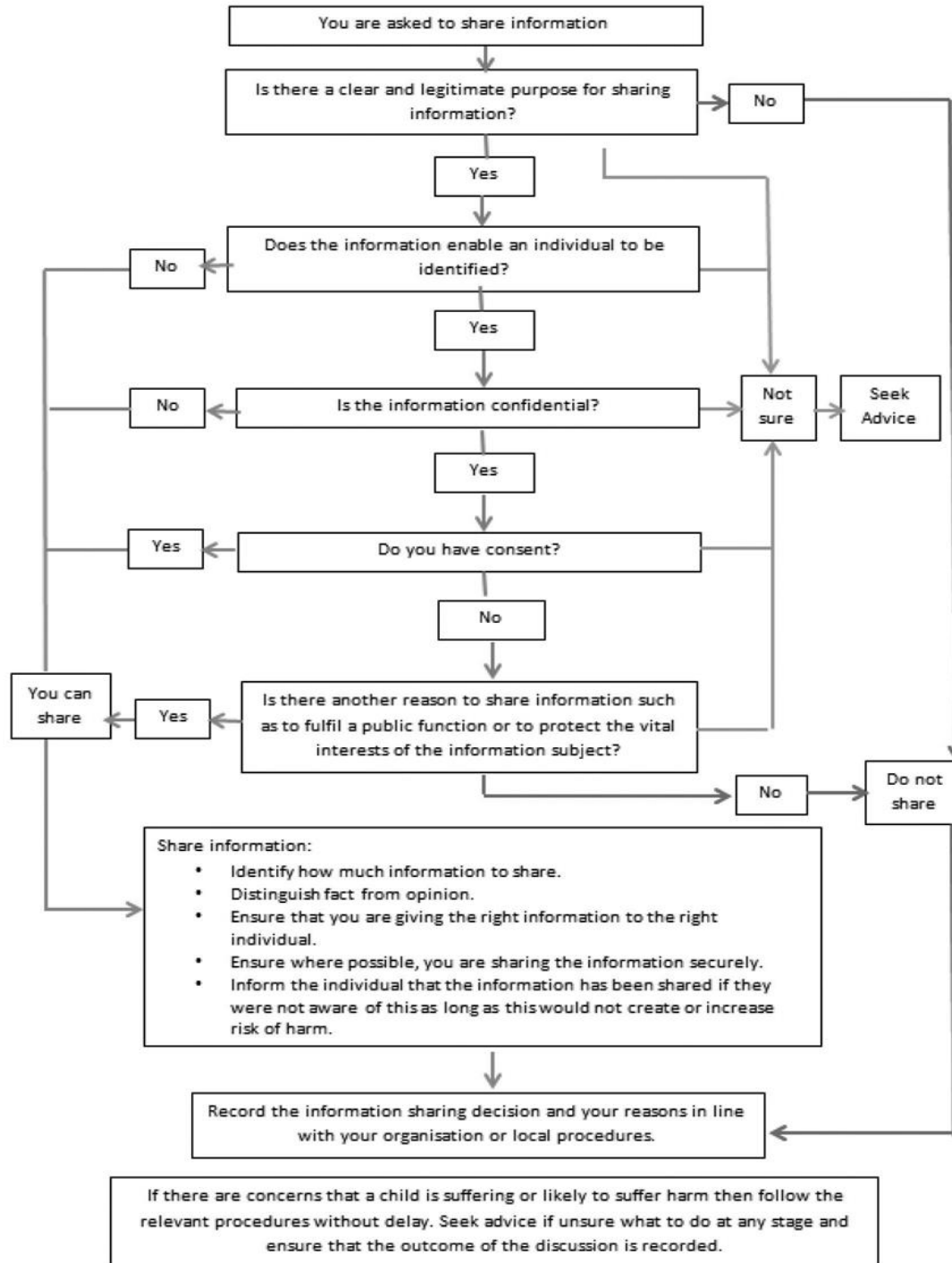
* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Appendix L – Sharing Information

Flowchart of when and how to share information



Source: Information Sharing (HM Government March 2015)

Appendix M – Further information on Extremism and Radicalisation

Strategies to reduce risk

Trust schools have embedded a number of strategies to build children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The schools provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The schools’ governors, the Principal and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. The following actions are currently in place at the school.

Promotion of British Values

To promote fundamental British Values:

- The RE curriculum, tutor time sessions and assemblies are used to promote community cohesion and tolerance of different faiths and beliefs. They provide a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.
- The anti-bullying policy has clear procedures to ensure prejudiced based bullying is identified, investigated and resolved promptly.
- Children are taught in mixed classes and tutor groups and, where appropriate, children with Special Educational Needs are integrated into the normal school timetable.
- Within the curriculum, delivery of material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain.
- Children have a voice which is listened to through leadership groups such as Prefects, The Equalities Group and Anti – Bullying Ambassadors.
- A School Council is established whose members are voted in by the children, representing a democratic process.
- Well-established democratic process of appointment of Sixth Form Ambassador team through voting by staff and children.
- All children at Wellsway are invited to stand for the Keynsham Youth Council.
- Within the pastoral programme, tutor groups linked to countries to celebrate major sporting events (Olympics, World Cup) and research and celebrate the cultures and traditions of the country.
- Students have the opportunity to regularly debate current affairs through our tutor time and PSHE programme.
- Inter-house debating competition creates opportunities for children to express views and discuss issues in a formal setting.

PSHE

Personal, Social and Health Education (PSHE) is used as an effective way of providing children with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. Futura Learning Partnership is committed to delivering a high-quality and age-appropriate PSHE programme that includes all areas of study

included in the Government's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.

PSHE:

- Teaches children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help.
- Encourages children to develop positive character traits, such as resilience, determination, self-esteem, and confidence.
- Provides children with the knowledge, skills and understanding to prepare them to play a full and active part in society.
- Equips children to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- Allows children to learn about democracy, government and how laws are made and upheld.
- In conjunction with Religious Education, PSHE teaches children about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Working in partnership with parents

Futura Learning Partnership has created a guide for parents/carers to allow them to spot signs of radicalisation. This guide can be found on the website of all trust schools.

Use of IT

Futura Learning Partnership schools ensure that suitable filtering is in place so that children are safe from terrorist and extremist material when accessing the internet in schools.

Online Safety

Futura Learning Partnership Schools support children to stay safe online. The school online safety policy highlights how this is done. The content of delivery ensure children are aware of the risks posed by the online activity of extremist and terrorist groups and who to speak to if they have concern of this nature.