

Inspire - Enable - Achieve



The Vale Federation Child Protection Policy (Booker Park and Stocklake Park Schools including MASKS)

An adopted local authority policy
(Refer to Appendix Two for interpretations
and expressions for The Vale Federation)

Date policy last reviewed: September 2025

Date policy to be reviewed: September 2026

Signed:

Principal

Date 13th October 2025

Chair of Governors

Date 14th October 2025



CONTENTS

1. Contacts	4
Booker Park School contacts.....	4
Stocklake Park School contacts.....	5
Contacts in The Local Authority	5
Definitions	8
2. Introduction	9
3. Responsibilities	12
4. Procedures	18
5. Record-Keeping and Retention of Records	20
6. Alternative Provision	21
7. Confidentiality	21
8. Recognising abuse, neglect and exploitation	22
“What to do if You’re Worried a Child is Being Abused” Stat guidance template (publishing.service.gov.uk)	22
9 Multi-agency working	24
10. Supporting Staff	24
11. Safer recruitment	24
12. Allegations against staff, supply staff, volunteers and contractors (including Governors).....	25
13. Whistleblowing	26
14. Physical intervention/Positive handling	27
15. Anti-Bullying	27
16. Discriminatory Incidents	27
17. Health and Safety	27
18. Prevent Duty	28
19. Online Safety	28
20. Sending nude or semi-nude images	30
21. Child on Child Abuse including sexual violence and sexual harassment	30
22. Cultural Issues	32
23. So-Called ‘Honour’ Based Abuse	32
24. Contextual Safeguarding and extra-familial harms	33
25. Serious Violence	33
26. Domestic Abuse.....	34



27. Children who need a social worker (Child Protection and Child in Need Plans)	34
28. Mental Health	34
29. Looked After Children	35
30. Children with family members in prison	35
31. Homelessness	35
32. Modern Slavery and the National referral Mechanism	35
33. Allegations against pupils	36
34. Appendix One	36
Categories of Abuse	36
Physical Abuse	36
Emotional Abuse	37
Sexual Abuse	37
Neglect	37
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	37
County Lines	38
Extremism	38
Harmful sexual behaviour (HSB)	38
Appendix Two	39

1. Contacts

Booker Park School contacts

Head of School and Designated Safeguarding Lead (DSL)	Marianne Murphy 07809 232 960 or 01296 427 221 mmurphy@thevalefederation.com
School Principal and Deputy Designated Safeguarding Lead (DDSL)	Bradley Taylor 07809 233021 or 01296 427 221 btaylor@thevalefederation.com
Additional Deputy Designated Safeguarding Leads (DDSLs) (All can be contacted via the school switchboard on 01296 427221)	Keryn Michhiana kmichhiana@thevalefederation.com Jo Berry JBerry@thevalefederation.com Amanda Brown abrown2@thevalefederation.com Kelly Job kjob@thevalefederation.com Rachael Cooper rcooper@thevalefederation.com Chantelle King Cking1@thevalefederation.com
Designated Teacher for Children Looked After (DT for CLA)	Marianne Murphy 07809 232 960 or 01296 427 221 mmurphy@thevalefederation.com
Mental Health Lead	Bradley Taylor 07809 233021 or 01296 427 221 btaylor@thevalefederation.com
Prevent Lead	Marianne Murphy 07809 232 960 or 01296 427 221 mmurphy@thevalefederation.com
Nominated Safeguarding Governor (Booker Park and Stocklake Park)	Dave Pearce 01296 427 221 dpearce@thevalefederation.com
Chair of Governors (Booker Park and Stocklake Park)	Dave Pearce 01296 427 221 dpearce@thevalefederation.com

Stocklake Park School contacts

Head of School and Designated Safeguarding Lead (DSL)	Rhonda Gosney 07809 232978 or 01296 423 507 rgosney@thevalefederation.com
School Principal and Deputy Designated Safeguarding Lead (DDSL)	Bradley Taylor 07809 233021 or 01296 427 221 btaylor@thevalefederation.com
Additional Deputy Designated Safeguarding Leads (DDSLs) (All can be contacted via the school switchboard on 01296 423507)	Salma Jabar sjabar@thevalefederation.com Hannah Zerdzinska hzerdzinska@thevalefederation.com Grace Sayell gfitchet@thevalefederation.com
Designated Teacher for Children Looked After (DT for CLA)	Rhonda Gosney 07809 232978 or 01296 423 507 rgosney@thevalefederation.com
Mental Health Lead	Bradley Taylor 07809 233021 or 01296 427 221 btaylor@thevalefederation.com
Prevent Lead	Rhonda Gosney 07809 232978 or 01296 423 507 rgosney@thevalefederation.com
Nominated Safeguarding Governor (Booker Park and Stocklake Park)	Dave Pearce 01296 427 221 dpearce@thevalefederation.com
Chair of Governors (Booker Park and Stocklake Park)	Dave Pearce 01296 427 221 dpearce@thevalefederation.com

If required, safeguarding advice may be sought from either team across The Vale Federation.

Contacts in The Local Authority

Education Safeguarding Advisory Service ESAS offers support to education providers to assist them to deliver	Phone: 01296 387981 Email: Secure-esasduty@buckinghamshire.gov.uk
--	---

effectively on all aspects of their safeguarding responsibilities.	
First Response Team (aka MASH) (including Early Help, Channel) The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.	Phone 01296 383962 or 0800 999 7677 for out of hours Email: Secure-cyp.firstresponse@buckinghamshire.gov.uk
Local Authority Designated Officer (LADO) The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis	Phone 01296 382070 Email: secure-LADO@buckinghamshire.gov.uk
Bucks Family Information Service	Phone: 01296 383293
Information for families on a range of issues including childcare, finances, parenting and education	
Buckinghamshire Safeguarding Children Partnership	Procedures, policies and practice guidelines
Schools Web	School bulletin, Safeguarding links, A-Z guide to information and services
Thames Valley Police	Phone 101 (999 in case of emergency)

Other contacts –



NSPCC NSPCC	0800 800 5000
Childline Childline	0800 11 11
Kidscape – Parent Advice Line (bullying) (Mon-Weds from 9:30am to 2:30pm) Kidscape	07496 682785
Female Genital Mutilation Helpline (NSPCC) NSPCC FGM Helpline	0800 028 3550 fgmhelp@nspcc.org.uk
Samaritans - Helpline Samaritans	116 123
www.annafreud.org - National Centre for Children and Families is a children's charity dedicated to providing training & support for child mental health services	0207 794 2313 info@annafreud.org
Forced Marriages Unit - Foreign and Commonwealth Office Forced marriage - GOV.UK	020 7008 0151 fm@fco.gov.uk
Crimestoppers Crimestoppers	0800 555 111
R-U Safe? Barnardos - Children/Young People Sexual Exploitation Service Barnardos RUSafe Bucks	Rusafe@barnardos.org.uk
National Domestic Abuse Helpline https://www.nspcc.org.uk/what-is-child-abuse/types-ofabuse/domestic-abuse/ The Men's Advice Line – Specifically for male victims - https://mensadvice.org.uk/	0808 2000 247 0800 800 5000 0808 801 0327
CEOP (Child Exploitation and Online Protection) https://www.buckssafeguarding.org.uk/childrenpartnership/professionals/exploitation/childexploitation/	

This policy should be read in conjunction with the following policies and other policies you feel it would be useful to refer to:

- Anti-bullying
- Attendance
- Behaviour
- Children Looked After
- Complaints
- Equalities
- GDPR
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- E-Safety (including use of mobile/electronic devices)
- Staff Code of Conduct
- PSHE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Record Keeping

Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- 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
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- Taking action to enable all children to have the best outcomes inline with outcomes set out in the Children's Social Care National Framework.

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.'
(*Working Together December 2023*)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in Appendix One to this document.

Children includes everyone under the age of 18.

2. Introduction

The Vale Federation Safeguarding Statement

The Vale Federation of special schools for children of primary, secondary, and post 16 age.

The Vale Federation is committed to protecting, safeguarding, and promoting the welfare of children – for the purposes of this document we refer to all pupils as children although we recognise some of them are 18 or over. We have the same approach to safeguarding these adults within our care, and as such this policy is equally applicable to them as the rest of our school cohorts.

At The Vale Federation, the health, safety, and well-being of every child is our paramount concern. We have a duty of care for the children who attend our school. We listen to our pupils and take seriously what they communicate to us. We want to work in partnership with parents and carers to help their child achieve and be prepared for the next stage in their education and for adult life.

We promote a culture of ‘Everyone’s Responsibility’ in our school setting. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pupils at the Vale Federation, have a broad diversity of complex needs including Profound and Multiple, Severe and Moderate Learning Difficulties. Over half of the pupils have an additional diagnosis of autism

2.1. This policy has been developed in accordance with following legislation and guidance:

- Children Act 1989 (amended 2004)
 - “Working Together to Safeguard Children” - Working together to safeguard children - GOV.UK (www.gov.uk)
- “Keeping Children Safe in Education”- statutory guidance for schools and further education colleges - [Keeping Children Safe in Education 2025](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672607/Keeping_Children_Safe_in_Education_2025.pdf) (publishing.service.gov.uk)

- Information Sharing Guidance for Safeguarding Practitioners - [Information sharing advice for safeguarding practitioners - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/Information_sharing_advice_for_safeguarding_practitioners_-_GOV.UK.pdf) (www.gov.uk)
- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/Children_missing_education_-_GOV.UK.pdf)
- Statutory Guidance issued under section 29 of the Counterterrorism and Security Act - 2015 [Prevent Duty Guidance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/Prevent_Duty_Guidance.pdf)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/Equality_Act_2010_guidance_-_GOV.UK.pdf)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/What_to_do_if_you_re_worried_a_child_is_being_abused_-_GOV.UK.pdf)
- Statutory guidance on FGM [Multi-agency Statutory Guidance on Female Genital Mutilation](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/424261/Multi-agency_Statutory_Guidance_on_Female_Genital_Mutilation.pdf)

- 2.2.** Clear governance and leadership are central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm. [Section 175 of the Education Act 2002](#), places a duty on schools and local authorities to safeguard and promote the welfare of pupils. Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education**.
- 2.3.** All staff are required to read and adhere to the **Staff Code of Conduct**.
- 2.4.** Every member of the school community is responsible for contributing to a positive culture of safeguarding.
- 2.5.** The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.
- 2.6.** The aims of this policy are:
- 2.6.1** To provide an environment in which children feel safe, secure, valued and respected.
- 2.6.2** To ensure that senior leaders, teaching staff and non-teaching staff, supply staff, governors and volunteers
- Are aware of the need to safeguard and promote the wellbeing of children
 - Identify the need for early support
 - Promptly report concerns, in line with guidance from the Buckinghamshire Continuum of Need



- Are trained to recognise signs and indicators of abuse
- 2.6.3** To provide systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.
- 2.6.4** To ensure The Vale Federation has a clear system for communicating concerns both internally and with external agencies in line with the Working Together guidance.

- 2.6.5** To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns.
- 2.6.6** To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.
- 2.6.7** To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.
- 2.6.8** To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.
- 2.6.9** This policy is published on our website, in "Information" and then in "Statutory Policies" and hard copies are available from the school office.

3. Responsibilities

- 3.1.** All staff, supply staff, volunteers, visitors, governors and contractors understand safeguarding children is everyone's responsibility. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred must report it immediately at Booker Park School to: Keryn Michhiana (Safeguarding Officer and DDSL), or in her absence to Marianne Murphy (Head of School, DSL), Bradley Taylor (Principal, DDSL), Chantelle King (Family Support Officer, DDSL) or Jo Berry (Deputy Head and DDSL), Amanda Brown (Assistant Headteacher, DDSL), Kelly Job (Assistant Headteacher, DDSL) or Rachael Cooper (Assistant Headteacher, DDSL). At Stocklake Park School this must be reported to Grace Sayell (Safeguarding Officer and DDSL) or in her absence, to Rhonda Gosney (Head of School and DSL), Bradley Taylor (Principal, DDSL), Salma Jabar (Assistant Headteacher and DDSL), or Hannah Zerdzinska (Assistant Headteacher and DDSL). In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site.
- 3.2** Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) and any updates and how it should be used to inform decision making regarding a referral to First Response.
- 3.3** Staff must have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe.
- 3.4** Staff must understand vulnerability and that barriers exist when recognising abuse. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, County Lines radicalisation and gang involvement
- Looked after children and previously looked after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ+ group
- Children who are at risk of discrimination due to faith and belief, race or ethnicity
- Children who have English as an additional language (EAL)
- Children who live in temporary accommodation

3.5. The Governing Body understands and fulfils its safeguarding responsibilities.

It must:

- 3.5.1.** Ensure that the Principal and the Heads of School as DSLs create and maintain a strong, positive culture of safeguarding within the school.
- 3.5.2.** Ensure that this policy reflects the unique features of the community we serve and the needs of the pupils attending our provision. This policy will be reviewed at least annually and whenever new guidance is issued.
- 3.5.3.** Regularly monitor and evaluate the effectiveness of this Child Protection Policy. This will be carried out by the Principal and Heads of School as DSLs, through regular review.
- 3.5.4.** Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. The Principal maintains overall responsibility for safeguarding and child protection within the school.
- 3.5.5.** Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

- 3.5.6.** Ensure that all staff complete safeguarding training to include their roles and responsibilities with regards to the school IT system's online filtering and monitoring.
- 3.5.7.** Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis and at least annually. Ensure robust structures are in place to challenge the Principal where there are any identified gaps in practice or procedures are not followed.
- 3.5.8.** Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children understand how to keep themselves safe.
- 3.5.9.** Ensure that school is following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/relationships-and-sex-education-rse-and-health-education)
- 3.5.10.** Ensure safe and effective recruitment policies and disciplinary procedures are in place.
- 3.5.11** Ensure resources are allocated to meet the needs of pupils requiring Child Protection or early intervention.
- 3.5.12** Ensure the DSL completes an Annual Safeguarding Report for Governors and a copy is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.
- 3.6.** It is the duty of the Chair of Governors, Dave Pearce to liaise with relevant agencies if any allegations are made against the Principal.
- 3.7.** If there are concerns that issues are not being progressed in an expedient manner, staff/pupils/parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.
- 3.8** The Governing body must ensure that procedures are in place to manage, record and escalate as appropriate safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low-level concerns). The guidance in Part four of [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67222/keeping-children-safe-in-education.pdf) must be followed if there were any such concerns.
- 3.9** The Governing Body must ensure that a named teacher is designated for Looked After Children and that an up-to-date list of children who are subject to a

Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After. Marianne Murphy is the designated teacher for Booker Park and Rhonda Gosney is the designated teacher for Stocklake Park School.

3.9.1 The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

3.9.2 Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

3.10 The Governing Body has a statutory duty to appoint a Nominated Governor for safeguarding. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](#) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

- 3.10.1.** Work with the DSL to produce the Child Protection Policy annually.
- 3.10.2.** Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment training.
- 3.10.3.** Ensure child protection is regularly discussed at Governing Body meetings
- 3.10.4** Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities, to review the Single Central Record and complete an audit of the staff files
- 3.10.5** Ensure that filtering and monitoring systems are in place and take part in the review
- 3.10.6** Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](#)

3.11. All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.

3.12. The Governing Body must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR Data Protection Policy, which allow them to share or withhold personal information when it is necessary to safeguard any child.

3.13. We have a Designated Safeguarding Lead (DSL) at each school who is responsible for:

- 3.13.1.** Creating a culture of safeguarding within the school where children are protected from harm. Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.
- 3.13.2.** Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.
- 3.13.3.** Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).
- 3.13.4.** Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- 3.13.5.** Ensuring all child protection records are held separately from pupils' educational records.
- 3.13.6.** Maintaining the record for staff safeguarding training. Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- 3.13.7.** Being the designated point of contact for staff to be able to discuss and share their concerns.
- 3.13.8.** Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- 3.13.9.** A) Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
B) Having responsibility to ensure that cover is arranged outside of term-time during working hours with the expectation that all meetings in school holidays are attended including those convened at short notice.
- 3.13.10.** During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- 3.13.11.** Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- 3.13.12.** Providing the Principal, with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to

provide the Local Authority with information about their safeguarding policies and procedures.

- 3.13.13.** Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Principal with up-to-date information of any issues.
- 3.13.14** Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- 3.13.15** Referring immediately to the Police, using the guidance, When to call the police [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.
- 3.13.16** Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.
- 3.13.17** To fulfil the DSL responsibilities as set out in the KCSIE document, Annexe C.

The Principal and Head of School are responsible for:

Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.

Ensuring that this policy is published on the school website.

Recording, reviewing and making decisions on any low-level concerns.

Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.

Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.

Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.

Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school's Searching and Screening Policy.

4. Procedures

4.1. Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, “**Working Together to Safeguard Children**” [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#), “**Keeping Children Safe in Education**” [Keeping children safe in education \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2015** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

The Vale Federation recognises there are unique communities in our schools, including the travelling community. We liaise with Bucks Family Liaison Officers who specialise in the travelling communities, for advice and support when there are language barriers or cultural issues. We do ensure safeguarding takes precedence when there are any child protection concerns.

We will ensure:

4.2. Visitors are:

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff.
- Given a safeguarding leaflet to read or directed to a poster informing them of how to report a concern. Posters are by all entrances to the schools as well as classrooms, offices, training rooms and bathrooms.
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to pupils restricted to the purpose of their visit.

4.3 All members of staff must complete safeguarding training every 3 years, attend annual refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year. All new staff will receive safeguarding and child protection training on induction to include online safety and the school's filtering and monitoring system.

All staff will read the Child Protection policy, Part 1 and Part 5 of the KCSIE, at least

annually, will sign a declaration to show that the guidance has been reviewed and

they have a clear understanding of their role. There are audit methods in place to ensure that staff have understood the content.

4.4 All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy.

All staff, including supply staff, must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern
- Staff must make a written report using the school record keeping process;
All concerns must be added to CPOMS, which is an electronic system.
- Staff must ensure the time and date of the incident is recorded
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child
- Use a body map to record any injuries seen or reported by the child
- Staff must sign and date the report giving details of their role within school
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved. This is achieved by the DSL adding it to the actions of the CPOMS entry.
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.
- **A paper concern form is available for any visitor to school or for anyone who is unable to access CPOMS.**

4.5 Through our **Attendance Policy**, we have a robust system for monitoring attendance and will act to address absenteeism with parents/carers and pupils promptly and identify any safeguarding issues arising. At the Vale Federation where a pupil is first absent, and their parent/carer has not contacted the school by the close of the morning register to report the absence, administrative staff will contact the parent by telephone call as soon as is practicable on the first day that they do not attend school.

4.6 All children attending our school are required to have a minimum of two identified emergency contacts.

4.7 Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**.

4.8 Any absence of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

4.9 Parents/carers must inform school if there are any changes to a pupil's living arrangement. The Vale Federation has a mandatory duty to inform the Local Authority, via the First Response Team, if they become aware that a child under the age of 16 years old lives with someone other than their parent, step-parent,

aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

4.10 All staff, parents/carers and children are made aware of the school's escalation process. This is detailed in the child admission packs when they first start the school which can be activated in the event of concerns not being resolved after the first point of contact.

4.11 Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

4.12 The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

4.13 Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

4.14 Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

4.15 Children are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time. The Vale Federation has safeguarding embedded in the curriculum. There are child friendly safeguarding posters around the schools with the safeguarding adults, who they can share their concerns or worries with. The safeguarding team are present around the school daily for children to become familiar with.

5. Record-Keeping and Retention of Records

5.1. When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, no matter how low level, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

5.2. Records should include:

- a clear and comprehensive summary of the concern
- a clear, detailed and robust chronology must be maintained
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

- 5.3.** There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1st day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.
- 5.4.** The last statutory school maintains child protection files until a pupil reaches the age of 25 years, therefore if the transfer school is unknown, or a pupil is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the pupil reaches their 25th birthday.
- 5.5.** We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols, local and national retention policies. Children's information are stored on the internal drives and CPOMS.

6. Alternative Provision

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child

The Vale Federation will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).

The Vale Federation will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance:

[Alternative provision - GOV.UK](https://www.gov.uk/guidance/alternative-provision)

and

Education for children with health needs who cannot attend school – GOV.UK ([www.gov.uk](https://www.gov.uk/guidance/education-for-children-with-health-needs-who-cannot-attend-school)) – DFE statutory guidance

[Education for children with health needs who cannot attend school - GOV.UK](https://www.gov.uk/guidance/education-for-children-with-health-needs-who-cannot-attend-school)

7. Confidentiality

- 7.1** We recognise that all matters relating to child protection are confidential.
- 7.2.** The Principal or Designated Safeguarding Lead must only disclose personal information about a pupil to other members of staff on a need-to-know basis.

- 7.3.** Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the pupil records.
- 7.4.** All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.
- 7.5.** We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR data Protection Act 2018 must not be a barrier for sharing information regarding safeguarding concerns in line with '**Working Together**'.

Gov guidance link:

<https://www.gov.uk/government/publications/safeguarding-practitionersinformation-sharing-advice>

8. Recognising abuse, neglect and exploitation

In the event of a child disclosing abuse staff must:

- 8.1.** Refer to the following guidance:

"What to do if You're Worried a Child is Being Abused" [Stat guidance template \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671112/what-to-do-if-youre-worried-a-child-is-being-abused.pdf)

- 8.2.** Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.
- 8.3.** Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.
- 8.4.** Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.
- 8.5.** Reassure the child that they did the right thing in telling someone.

- 8.6. Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.
- 8.7. In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.
- 8.8. **If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**
- 8.9. The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

Reporting systems for children:

At The Vale Federation children are made to feel safe and secure to share any concerns that they may have and know the systems in place for making any such report. Most children and young people at The Vale Federation will have difficulty in identifying these concerns, and staff need to be vigilant in advocating for the child or young person.

8.10 Following a report of concerns the DSL must:

8.10.1 Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When to call the police, [2491596 C&YP schools guides.indd \(npcc.police.uk\)](#) The rationale for this decision should be recorded by the DSL.

8.10.2 School must try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain informed consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

8.10.3 If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

8.10.4 If the child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify First Response of the occurrence and what action has been taken.

8.10.5 If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

9 Multi-agency working

- 9.1** The Vale Federation know what the role of schools is, as a relevant agency within the three safeguarding partner arrangements (alongside the police and social care). As required, federation staff will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.
- 9.2** When named as a relevant agency and involved in safeguarding arrangements, The Vale Federation will co-operate alongside other agencies with the published arrangements.
- 9.3** The Vale Federation will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.
- 9.4** The Vale Federation will allow access for and work with children's social care to conduct or consider whether to conduct a section 17 or section 47 assessment.
- 9.5** If, following a referral, the situation is not improving for the child, the DSL will follow the escalation process.

10. Supporting Staff

- 10.1** We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Principal or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

11. Safer recruitment

- 11.1** The Vale Federation follows the guidance as set out in the KCSIE together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all the appropriate checks have been carried out on new staff and volunteers.
- [Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk)

12. Allegations against staff, supply staff, volunteers and contractors (including Governors)

12.1. Here at The Vale Federation, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

12.2. KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. Allegations/concerns that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

12.3 All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults. The Vale Federation advises staff to complete home visits in at least groups of 2.

12.4 We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Principal or the most senior teacher if the Principal is not present. If the allegation is made against the Principal, the Chair of Governors must be informed.

12.5 At The Vale Federation, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

12.6 The Principal/Chair of governors (where the allegation is in reference to the Principal) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

12.7 The Principal/Head of School must:

12.7.1 Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor,

volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.

12.7.2 Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

12.7.3 Ensure feedback is provided to the LADO about the outcome of any internal investigations.

12.8 The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found on the school system.

12.9 If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

12.10 Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

12.11 Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

12.12 Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation to abuse, neglect, or exploitation, they must immediately inform the Principal. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

13. Whistleblowing

13.1. We have a **Whistleblowing Policy** which can be found on the Vale Federations SharePoint, under statutory policies within the ValeFedT sharepoint folder. Staff are required to familiarise themselves with this document during their induction period.

13.2. All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Principal or Chair of Governors.

Low-level concerns

At The Vale Federation, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school to senior leaders. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE page 107-111. All reports will be dealt with effectively and recorded,

enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns. Senior Leaders can make use of the StaffSafe system within CPOMs to record any low-level concerns.

14. Physical intervention/Positive handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our behaviour policy, and can be found on the Vale Federation's SharePoint, statutory policies. Our policy is in line with the government guidance as below:

[Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/use-of-reasonable-force-and-restrictive-practices-in-schools)

15. Anti-Bullying

Anti-Bullying is referenced within The Vale Federation Anti-Bullying Policy and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All staff in The Vale Federation are committed to providing a caring, friendly and safe environment for everyone so that everyone can learn or work in a relaxed and secure and safe environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are **telling** schools. This means that **anyone** who knows that bullying is happening is expected to tell a staff member or a member of the Senior Leadership Team. At our schools, staff take a proactive approach to supporting young people who may be having difficulties with their peers. Developing social communication and interaction skills are a focused and integral part of our curriculum.

We are also proactive in supporting our staff team to work effectively with each other.

16. Discriminatory Incidents

In line with the **Equalities Act 2010**, our **Equalities Policy** addresses all forms of discriminatory incidents. The Vale Federations policies and procedures can be found on the internal drive.

17. Health and Safety

- 17.1.** We recognise the importance of safeguarding pupils throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.
- 17.2.** Part of the safeguarding measures we have in place include the safe drop off and collection of pupils at the start and end of the school day. The Vale Federation pupils arrive and leave school with their parent/carer or on Bucks County Transport. At the end of the day pupils are called to their exit

when The Vale Federation staff see their parent/carer or Bucks County Transport. Staff will walk the pupil to their parent/carer or transport PA (personal assistant). To ensure pupils go home with the agreed person/s there is a list of approved adults, unless discussed and agreed by a member of the Senior Leadership Team, pupil's need to be collected by an adult who is at least 18 years old.

- 17.3.** Pupils who leave the site during the school day do so only with the written permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. We ensure the safe handover of pupils from extended school at the start and the end of the day as pupils are collected by nominated, authorised adults.
- 17.4.** In the event of a pupil going missing during the course of the school day we will carry out immediate checks to ensure the pupil is not on site, we will then make contact with the pupil's parents/carers and inform the police.

When the school is hired out to a 3rd party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At The Vale Federation we ensure that we are aware of the content of materials used by any visiting speakers prior to their visit.

18. Prevent Duty

- 18.1.** We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2015** to protect young people from being drawn into terrorism.
- 18.2.** All school staff and governors have completed Prevent training and we have training logs to evidence this.
- 18.3.** We have in place and monitor appropriate web filtering systems.
- 18.4.** The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance-for-england-and-wales)

19. Online Safety

19.1. The school's e-safety policy (found on the shared drive) covers **Online-Safety** which sets out our expectations relating to:

- Creating a safer online learning environment,

- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking,
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make pupils vulnerable, including the sending of nude or semi-nude images.
- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.

19.2 Cyber-bullying by children, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes sexting and image exchange under threat or through coercion. Children are encouraged to talk to a trusted adult in school when they are in need of support. School staff will work together with parents to address any disclosures of cyber-bullying. The Vale Federation will arrange Coffee Mornings through the school year and this will include a topic on E-Safety at home.

19.3 School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

19.4 Pupils, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by pupils– risks such as misinformation, disinformation, including fake news and conspiracy theories
- their CONDUCT on-line
- who they have CONTACT within the digital world
- COMMERCE - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

19.5 The Vale Federation have online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored at least annually, by the DSL, IT provider and nominated governor. A record will be kept of the reviews.

19.6 School will follow the advice as given by the government, to advise and support children with any online learning taking place at home to ensure this is done so safely.

19.7 Acceptable use of mobile technologies by pupils whilst onsite is included in our Photography/Images Policy and our ICT Acceptable Use policy. This includes sanctions which will be applied when these boundaries are not adhered to.

- 19.8** Visitors to our school are respectfully requested to turn all mobile devices off.
- 19.9** Staff use of mobile technology whilst on site is set out in the **Staff Code of Conduct**.
- 19.10** All staff receive online awareness training in order to understand the risks children are exposed to on induction and at least once per academic year.
- 19.11** All staff have an understanding of expectations, roles and responsibilities with regards to the online filtering and monitoring processes.

20. Sending nude or semi-nude images

Sending nude images or semi-nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes](#)

- 20.1.** Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.
- 20.2.** Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:
[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#) produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

21. Child on Child Abuse including sexual violence and sexual harassment

- 21.1.** The Vale Federation believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child-on-child abuse.
- 21.2.** All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up'.
- 21.3.** All staff recognise that child on child issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party (Harmful sexual behaviour HSB)
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Up skirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

21.4 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child-on-child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

21.5 The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e., size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or CLA
- Whether the perpetrator has previously tried to harm or intimidate pupils
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as any other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

21.6. In order to minimise the risk of child-on-child abuse taking place, as a school we must:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any pupil to be able to voice concerns
- Develop robust risk assessments if appropriate
- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**.

21.7 We recognise that 'Up skirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation and that any gender can be a victim. Staff recognise that 'Up skirting' is a criminal offence and must promptly report any such incidents to the Principal, DSL or most senior member of staff.

21.8 Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

21.9 Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

21.10. All staff have a responsibility to address inappropriate behaviour in a timely manner, however, seemingly insignificant it may appear.

21.11. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school. Support will be given to both victims and perpetrators as required.

22. Cultural Issues

22.1. As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our pupils and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, ethnicity, faith and belief on the part of their parent, carer or wider community.

22.2. Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

23. So-Called 'Honour' Based Abuse

23.1. Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

23.2. Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. The Vale Federation staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 fmf@fco.gov.uk

23.3. We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

- 23.4.** We recognise both male and female pupils may be subject to honour-based abuse.
- 23.5.** We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.
- 23.6.** Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

24. Contextual Safeguarding and extra-familial harms

- 24.1.** Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact..
- 24.2.** At The Vale Federation, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.
- 24.3.** All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.
- 24.4.** Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.
- 24.5.** In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

25. Serious Violence

- 25.1.** All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 25.2.** At The Vale Federation we are aware of the range of risk factors which increase the likelihood of involvement in serious violence 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. School will take appropriate measures to manage any

situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges.pdf)

26. Domestic Abuse

All staff recognise that children who experience domestic abuse, including intimate partner abuse, referred to as 'teenage relationship abuse' KCSIE, can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff must report any concerns using the school's safeguarding procedures.

27. Children who need a social worker (Child Protection and Child in Need Plans)

- 27.1.** Staff recognise that children may have a social worker due to safeguarding or welfare needs, and this can cause them to have barriers with attendance, behaviour, learning and mental health.
- 27.2.** The Vale Federation will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.
- 27.3.** Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.
- 27.4** The Virtual School lead the support for this cohort of children and The Vale Federation will work in partnership with them and the Local Authority to improve outcomes for these children.

28. Mental Health

- 28.1.** At The Vale Federation, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.
- 28.2.** Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life, and this can impact on mental health, behaviour and education.
- 28.3.** Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

28.4. Where there are concerns for a child's mental health The Vale Federation will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

29 Looked After Children

29.1. The Vale Federation has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children. Marianne Murphy is the Designated Teacher for Booker Park School and Rhonda Gosney is the Designated Teacher for Stocklake Park School.

29.2. The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

29.3. The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

30.Children with family members in prison

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children.

[NICCO](https://www.nicco.org.uk/)

31. Homelessness

The Vale Federation recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16- and 17-year-olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the Local Authority.

32. Modern Slavery and the National referral Mechanism

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. If school are concerned that a child is being affected by modern slavery, they will refer to the Home Office guidance for further information on the indicators that someone may be a

victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/modern-slavery-how-to-identify-and-support-victims)

33. Allegations against pupils

If an allegation is made against a pupil, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child-on-child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

34. Appendix One

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

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

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

Categories of Abuse

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Physical Abuse

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.

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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.

Neglect

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Exploitation

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

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Taken from – **“Keeping Children Safe in Education 2023”**.

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/688102/serious_violence_strategy.pdf)

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. Taken from **“Keeping Children Safe in Education 2023”**

Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Harmful sexual behaviour (HSB)

Children’s sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as “Harmful Sexual Behaviour” (HSB).



Appendix Two

Interpretations and Expressions:

In this Policy, unless the context otherwise requires, the words and expressions below will be interpreted to have the meanings adjacent to them: -

"Head Teacher"	means Principal
"School"	means either Booker Park School or Stocklake Park School
"Federation"	means the organisation, encompassing Booker Park School and Stocklake Park School
"Head of School"	is the Senior Leader responsible for the Teaching and Learning, including all Teaching and Learning staff, at the individual school
"Teachers"	includes Teacher(s), Team Leader(s), Assistant Head Teacher (s) and Deputy Head Teacher(s)