



MacIntyre
Providing support...your way

MacIntyre School and Children's Homes

Safeguarding of Children and Young People Policy and Procedures

This MacIntyre policy is formally reviewed by the Policy Owner and Lead Reviewer annually or sooner when there is a change to relevant legislation or the organisation

- For the date of, or evidence of, the most recent review, please see '*MacIntyre policy and associated guidance list*'.
- Link: [Policies and Resources | MacIntyre \(macintyrecharity.org\)](https://www.macintyrecharity.org/policies-and-resources)

Document Control

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Key Contacts

School and Children's Home contacts

Nominated Prevent Lead: **Catherine Clifford**

Designated Safeguarding Lead:

- Catherine Clifford - catherine.clifford@macintyrecharity.org - Tel: 07824 095910

Principal Designated Safeguarding Officer:

- Jennifer Marshall - jennifer.marshall@macintyrecharity.org - Tel: 07834168037
- Joanna Gondek – joanna.gondek@macintyrecharity.org - Tel: 01296 681274

Designated Safeguarding Officers:

- Kate Stopa - Deputy Head of Education
- Abbie Staley – Registered Manager Oak and Maple House
- Luke Vaughan - Registered Manager Elm and Willow House
- Liam Dutnall – Registered Manager Woodland View
- Duane Anstey - Registered Manager Hillside
- Louise Waters – Assistant Head of Education
- Keeley Keane – Deputy Manager Elm & Willow House
- Keziah Young – Deputy Manager Oak & Maple House
- Callum Sillitoe – Head of Therapy.

Second line on-call 07771764350 will always be a Designated Safeguarding Officer and able to support and manage safeguarding concerns

Local Advisory Board Member with Responsibility for Safeguarding & Prevent:

- Penny Thatcher

Buckinghamshire County Council contacts

- Bucks First Response Team (including Early Help & Channel): 01296 383962

Safeguarding Adult Team (For people 18 and over): 0800 136 915 or 01296 387021

- Bucks Out of Hours Emergency Social Work Team: 0800 999 7677
- Bucks LADO: 01296 387663
- Equalities Manager/Management of Bullying/Prevent Lead for schools; 01296382461
www.bucks-lscb.org.uk/bscb-procedures/

Central Bedfordshire Council contacts

- Central Bedfordshire Access and Referral Hub on 0300 300 8585 (during office hours *which are: 8.45am to 5.20pm Monday to Thursday and 8.45am to 4.20pm on a Friday*)
- Adult Safeguarding Team: 0300 300 8122 adult.protection@centralbedfordshire.gov.uk
- Social Care Emergency Duty Team on 0300 300 8123 (outside office hours)
- LADO 0300 300 4833
- <http://www.bedfordshirelscb.org.uk/lscb-website/professionals/professionals>

Hertfordshire County Council Contacts

- Children's Services: 0300 123 4043 for urgent 24 hours safeguarding support. [Professionals – report a concern about a child or young person | Hertfordshire County Council](#)
- Adult Care Services: 0300 123 4042 for urgent 24 hours safeguarding support. [Report a concern about an adult | Hertfordshire County Council](#)
- Hertfordshire Designated Officer (LADO)
0300 123 4043 LADO.Referral@hertfordshire.gov.uk

If you are worried that a child or young person is in **immediate danger**, you should call the police on **999**.

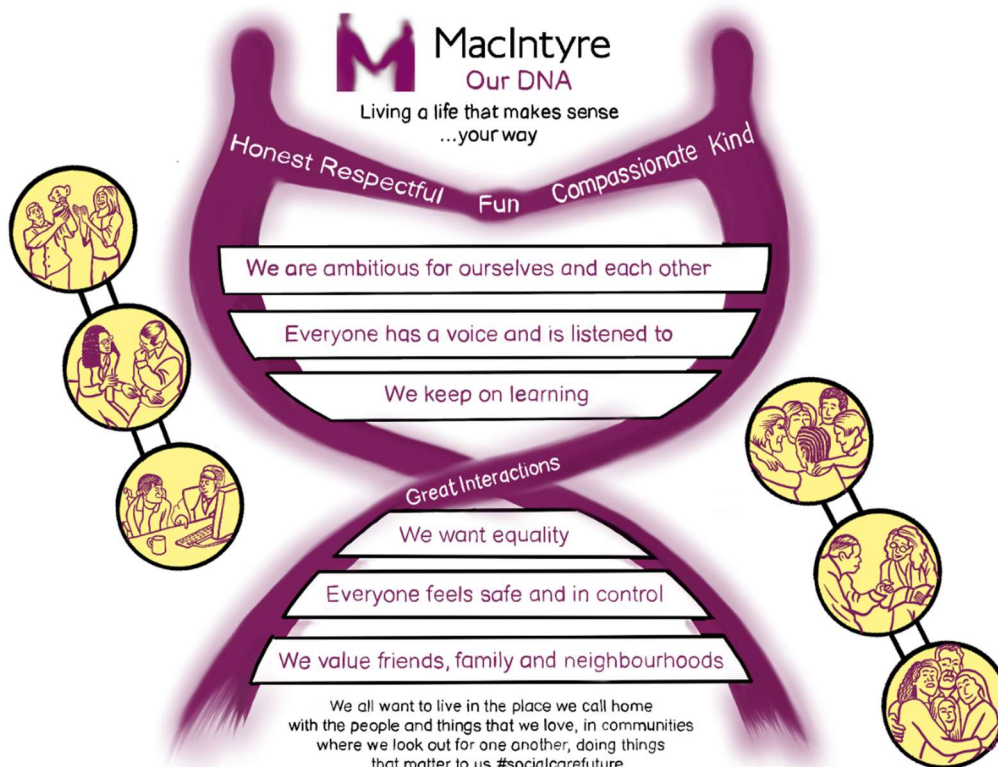
Prevent Referrals

preventreferrals@thamesvalley.pnn.police.uk - Or calls can be made through the Police non-emergency number 101, requesting the Preventing Terrorism Team.

Underpinning Principles

MacIntyre's DNA shows the importance we put on ensuring each person is at the centre of their support. People who draw on MacIntyre's support have gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood. MacIntyre invests in, and helps shape, neighbourhoods to be inclusive and welcoming spaces for everyone.

This is evident in our distinctive philosophy and way of working that underpins all our activities. It is the very essence of what we do, and that is why we refer to it as our DNA.



1. Purpose (Why the policy exists and what it aims to achieve)

At MacIntyre School and Children's homes we recognise the importance of always keeping our children and young people safe and happy and promoting their sense of positive wellbeing. We aim to create a culture of vigilance and promote the welfare of all our children and young people. We seek, always, to take timely and appropriate safeguarding action. Because of the range of our children's disabilities and special educational needs we know that they are particularly vulnerable. They are highly likely to be unable to communicate or express themselves effectively and have a limited understanding of the world around them.

We recognise that all adults, including staff, families, any other visiting professional from MacIntyre or other bodies and students on placement have a full and active part to play in safeguarding the children from harm, and that the child's welfare is our paramount concern. All staff members believe that MacIntyre School and children's homes should provide a caring, positive, safe, and stimulating environment that promotes the social, physical, and moral development of the individual child. We understand that safeguarding incidents could happen anywhere in MacIntyre School, in the children's home, in the community and in children's family homes and emphasise to staff that they should raise all concerns.

*Wherever the word "staff" is used, it covers ALL staff on site, including auxiliary and agency/supply staff, and volunteers working with children and young people

Equality statement

Some children have an increased risk of abuse, both online and offline (refer to our online safety policy) and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

Special consideration is given to children who:

- Have special educational needs and/or disabilities (SEND) or health conditions
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or repeat occasions

We understand that safeguarding incidents could happen anywhere in MacIntyre School, in the children's home, in the community and in children's family homes and emphasise to staff that they should raise all concerns.

Supporting and Safeguarding Children and Young People

MacIntyre School and children's homes will support and safeguard all children/young people by:

- Encouraging the development of self-esteem and resilience in every aspect of MacIntyre life including through the curriculum.

- Developing self-awareness and self-advocacy so that our young people can communicate to someone if they are not feeling safe.
- Having appropriate communication resources to support young people to be able communicate to us if they feel unsafe or worried/concerned about anything
- Listening and responding to our children and young people, always ensuring that their needs are our paramount concern.
- Promoting a caring, safe, and positive environment within MacIntyre School and the children's homes
- Ensuring an open culture within the school and children's homes to raise all concerns.
- Monitoring behaviour and presentation change.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people. Notifying the local safeguarding team and the relevant local authority as soon as there is a concern. Recognising and being alert and vigilant to the fact that our children, because of their disabilities, are exceptionally vulnerable to all categories of abuse and exploitation in all environments.

2. Scope (Who and what the policy applies to (e.g., employees, contractors, locations))

This policy sets out the procedures governing the action to be taken to safeguard children and young people at MacIntyre School and Children's Homes.

It applies to all staff (including temporary, agency, and supply staff), volunteers, students on placement, contractors, and visitors. It also applies to families and any other professionals visiting the school or homes.

On arrival all new members of staff, agency staff, students on placements and volunteers are made aware of the safeguarding procedures and how to report a concern.

3. Definitions (Key terms explained to avoid ambiguity)

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment within or outside the 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.
- Taking action to enable all children to have the best outcomes.

Child protection - is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse - is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix H explains the different types of abuse.

Neglect - is a form of abuse and 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. Section 6 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) - is where children share nude or semi-nude images, videos or live streams.

Children - includes everyone under the age of 18.

The following three **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority
- An integrated care board for an area within the local authority
- The chief officer of police for a police area in the local authority area

Victim - is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** - are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. Policy Statement (The core principles or rules the organisation is setting)

MacIntyre School and Children's Homes will support and safeguard all children and young people by:

- Encouraging the development of self-esteem and resilience in every aspect of MacIntyre life including through the curriculum.
- Developing self-awareness and self-advocacy so that our young people can communicate to someone if they are not feeling safe.
- Having appropriate communication resources to support young people to communicate if they feel unsafe or worried.
- Listening and responding to our children and young people, always ensuring that their needs are our paramount concern.
- Promoting a caring, safe, and positive environment within MacIntyre School and the children's homes.
- Ensuring an open culture within the school and children's homes to raise all concerns.
- Monitoring behaviour and presentation change.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and young people.
- Notifying the local safeguarding team and the relevant local authority as soon as there is a concern.
- Recognising and being alert and vigilant to the fact that our children, because of their disabilities, are exceptionally vulnerable to all categories of abuse and exploitation in all environments.

What is meant by safeguarding?

Safeguarding is not just about protecting children from deliberate harm; it relates to aspects of school and home life including:

- young people's health and safety
- the use of reasonable force
- meeting the needs of young people with medical conditions
- providing first aid
- educational visits
- intimate care

- internet or online safety
- ensuring that children and young people are safe from the risk of radicalisation and becoming involved in terrorism
- appropriate arrangements to ensure security in school and the children's homes, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- child criminal exploitation and County Lines
- 'sexting'
- Sexual violence and harassment between children
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- Issues affecting children include domestic violence/abuse, sexual exploitation, female genital mutilation, breast ironing, 'so-called' honour based violence, abuse linked to belief in spirit possession and forced marriage.

5. Roles and Responsibilities (Who is responsible for implementing, monitoring, and enforcing the policy)

We will ensure that:

- The school and children's homes play a crucial part in preventative education. This is in the context of a whole site approach to preparing children and young people for life in modern Britain and in a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia, and sexual violence/harassment. This is underpinned by our policies, staff code of conduct and curriculum.
- All members of the Local Advisory Board and relevant Trustees understand and fulfil their safeguarding responsibilities with particular regard to Keeping Children Safe in Education 2023.
- We have a Designated Safeguarding Lead along with nominated Principal Designated Safeguarding Officers and Designated Safeguarding Officers (Designated Safeguarding Officers) with whom staff should address any safeguarding concerns. The Designated Safeguarding Officers will act in the absence of the Designated Safeguarding Lead.
- Our Designated Safeguarding Lead and Designated Safeguarding Officers undertake the initial designated safeguarding training and subsequent refresher courses every two years delivered by a suitably qualified professional/organisation.
- We will provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns
- Where there is a relationship there will be no line management responsibility between the two staff members. A personal relationship risk assessment will be completed. Unless there is an emergency (or signed off by Senior Leadership Team) staff members in a personal relationship should not be working in the same home or class at the same time. Staff in a personal relationships should not be together lone working with a young person.

All members of staff:

- Will read part 1 of the KCSiE and review this guidance at least annually.
- Sign a declaration at the beginning of the academic year to say they have reviewed the guidance.
- Reinforce the importance of online safety when communicating with parents.
 - This includes making parents aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online) refer to our online safety policy.
- Are provided with a day of face-to-face safeguarding training at induction and a full day refresher every three years.
- All staff receive training in online safety which, amongst other things includes an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring. (*See Online Safety policy*)
- Complete e-learning safeguarding training on immediate arrival into the school and children's home to ensure they have a level of understanding from the very start of their employment.
- Receive regular safeguarding and child protection updates via email, bulletins, additional training or team meetings with regard to changes in national legislation, local and school procedures and any other relevant information that supports learning and understanding of the changing landscape of safeguarding including issues such as Female Genital Mutilation, themes of exploitation and management of sexual violence and sexual harassment between children.
- All staff will know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- All staff will be able to identify the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation, child criminal exploitation, indicators of being at risk from or involved with serious violent crime, Female Genital Mutilation, radicalisation and serious violence (including that linked to county lines).
- All staff know the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.
- All staff recognise the fact that children can be at risk of harm inside and outside of their home, at school and online.
 - This includes considering home to school transport as a potentially vulnerable place for a child or young person.

As such we will liaise closely with transport providers to support understanding of the young people's needs and how to support them safely on transport as well as liaising closely with Local Authority SEN transport teams and families to monitor this.

All staff understand that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children. The Local Advisory Board (LAB) receives annual training on their safeguarding responsibilities.

Embedded provision: Training frequency for governors and volunteers

In addition to the above, Local Advisory Board members (governors) will receive safeguarding and child protection training, including online safety and filtering/monitoring responsibilities, at induction and at least annually thereafter, aligned to updates in KCSiE and local safeguarding arrangements.

- Volunteers and students on placement will receive safeguarding induction training prior to commencing any activity with children and annual refreshers in line with staff updates, and records of completion will be retained with staff training records.
- On arrival all new members of staff, agency staff, students on placements and volunteers are made aware of our safeguarding procedures and how to report a concern.
- All new members of staff read our Safeguarding policy, and Keeping Children Safe in Education (DfE) and complete direct training from the Designated Safeguarding Lead or one of the principal Designated Safeguarding Officers that meets the standards required by Bucks CC Local Safeguarding Children's Board.
- During staff appraisal and supervision staff complete an Annual Safeguarding Competency Review.
 - Where this review shows a lack of knowledge, staff are then required to complete the safeguarding training again.

All staff are required to sign to acknowledge that they have read and understood the following:

- Safeguarding Policy Keeping children Safe in Education 2025: Part One
- Anti-Bullying Policy
- Positive Behaviour Support Policy
- Staff Code of Conduct
- Online safety policy

A record of this is kept and updated annually and with all new members of staff.

All members of staff, volunteers, and Local Advisory Board Members know:

- The signs and symptoms of abuse
- How to respond to a child/young person who discloses abuse
- What to do if they are concerned about a child/young person

Any member of staff should raise concerns to the Designated Safeguarding Lead or any of the Designated Safeguarding Officers if they are not happy with the response or feel the concerns have not been adequately dealt with then they should raise concerns directly with Children's or Adults at Risk Social Care services

Attendance in school is monitored on a daily basis and we immediately act to address any unexplained absence from school or the children's home to identify and address any safeguarding concerns. Any absence of two consecutive school days, without satisfactory explanation is immediately referred to the child or young person's social worker. In addition, any student absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

Parents must inform school if there are any changes to where a day student will be living. School has a mandatory duty to inform the local authority Via the First Response Team if a child under the age of 16 years 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.

All children attending the school are required to have a minimum of two identified emergency contacts, this is to support prompt communication in the event of a serious incident or a child missing from school.

All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of MacIntyre School's and Children's Homes Safeguarding Policy, and reference to it in on our website.

The Designated Safeguarding Lead and Designated Safeguarding Officers meet half-termly to ensure effective communication across the school and children's homes.

The Designated Safeguarding Lead and principal Designated Safeguarding Officers meet monthly to audit responses to concerns and ensure all necessary actions are carried out.

We ensure that our selection and recruitment of staff meets the requirements as set down in the Safer Recruitment guidance and Keeping Children Safe in Education.

Embedded provision: Safer recruitment checks (explicit detail)

In addition to the above, recruitment to roles involving regulated activity with children will include enhanced DBS checks with children's barred list information where applicable, identity verification and right to work checks, verification of qualifications and professional registrations, obtaining and directly verifying two professional references that address suitability to work with children, and a careful review of employment history to resolve any gaps.

Prohibition from teaching and Section 128 checks will be undertaken for relevant roles. At least one panel member at interview will have completed Safer Recruitment training, and the single central record will be maintained in accordance with statutory requirements.

We ensure that at least one appointing officer on every interview panel has completed a recognised safer recruitment course. Our safeguarding procedures are reviewed and up-dated annually or as required in the light of updated legislation.

The name of the Designated Safeguarding Lead and Designated Safeguarding Officers are clearly advertised in the School and Children's Homes, with key external contact numbers and available on our website

| Role | Responsibility |
|---|--|
| Trustees | <ul style="list-style-type: none"> To ratify policy |
| CEO | <ul style="list-style-type: none"> To provide trustees with updates about the policy. |
| Director of CYP and Designated Safeguarding Local Advisory Board Member | <ul style="list-style-type: none"> To deliver the policy. To authorise variations to policy in local circumstances. To oversee the evaluation of the policy. Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development To evaluate and approve this policy at each review, ensuring it meets requirements of statutory guidance and legislation, reflects the unique features of the school community and holds the Senior Leadership Team to account for its implementation. To monitor the effectiveness of this policy and procedures To manage allegations against the Head of Education To read KCSIE 2025 in its entirety and understand their responsibilities with regard to safeguarding children as detailed therein To ensure mechanisms are in place that enable staff to understand their responsibilities for safeguarding as described in KCSIE 2025 and an auditable system is in place to evidence this. |

| Role | Responsibility |
|------|---|
| | <ul style="list-style-type: none"> • To have a clear policy and process in place for concerns that do not meet the threshold for referral to LADO • Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements • Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full Local Advisory Board (LAB). This is always a different person from the Designated Safeguarding Lead <p>Make sure:</p> <ul style="list-style-type: none"> • The Designated Safeguarding Lead has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support • Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies • The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively and know how to escalate concerns • The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix B of this policy covers this procedure • That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised <p><i>The chair of the LAB will act as the 'case manager' in the event that an allegation of abuse is made against the Head of Education, where appropriate.</i></p> <ul style="list-style-type: none"> • To ensure all staff at the school have read and understood their responsibilities pertaining to Part 1 of Keeping Children Safe in Education 2025 and have an auditable system in place to evidence this. <p><i>All governors are responsible for:</i></p> <ul style="list-style-type: none"> • Making sure that the school has appropriate filtering and monitoring systems in place and review their effectiveness • Reviewing the DfE's filtering and monitoring standards, and discuss with IT staff and service providers about what needs to be done to support the school to meet these standards • Making sure the Designated Safeguarding Lead takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role • Making sure that all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and in line with advice from the safeguarding partners • Making sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training |

| Role | Responsibility |
|------------------------------|--|
| Designated Safeguarding Lead | <ul style="list-style-type: none"> • Ensuring all staff, are aware of the need to safeguard and promote the wellbeing of children. Identifying the need for support early to promote well-being and promptly reporting all concerns. • Ensuring that the safeguarding policy, online safety policy and the safeguarding procedures are reviewed at least annually and are up to date, reflecting current legislations and guidance and are implemented effectively. • Managing reported concerns according to the procedures set out in section 6 • Auditing the management of all reported concerns, in conjunction with the principal Designated Safeguarding Officers, ensuring all decisions are sound and identified actions are carried out • Keeping appropriate records of concerns about a child even if there is no need to make an immediate referral. • Ensuring that all records are kept confidentially and securely and are separate from student records (Refer to Appendix I – Record Retention Schedules). • Sharing information on a ‘need to know’ basis • Ensuring that an indication of further record-keeping of safeguarding alerts is marked on the student records. • Ensuring that the safeguarding log is up to date and accurate. • Making referrals to and liaising with other agencies and professionals. • Ensuring that either she or another nominated member of the Senior Leadership Team attends Child Protection Conferences, strategy meetings, core groups or other multi-agency planning meetings, contributes to assessments and provides a report which has been shared with the parents/carers. • Ensuring that any child/young person who is absent without explanation for two days or longer is referred to their allocated Social Worker • Ensuring that all staff receive appropriate safeguarding training which should include online safety including the roles and responsibilities in relation to filtering and monitoring. Additional updates are given (e.g. KCSIE) annually • Providing an annual report for MacIntyre Safeguarding Group and to the School Local Advisory Board, detailing: any changes and reviews of relevant policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases; and number of children subject to a child protection plan (anonymised). • To ensure that lessons are learned following an allegation or concern is raised and any relevant changes are implemented • The Designated Safeguarding Lead will have a good understanding of harmful sexual behaviour <p><i>The Designated Safeguarding Lead will also:</i></p> <ul style="list-style-type: none"> • Discuss the local response to sexual violence and sexual harassment with police and local authority children’s social care colleagues to prepare the school’s policies • Be confident that they know what local specialist support is available to support all children involved (including victims and alleged |

| Role | Responsibility |
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| | <p>perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support</p> <ul style="list-style-type: none"> • Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search |
| Principal Designated Safeguarding Lead | <ul style="list-style-type: none"> • To deputise for the Designated Safeguarding Lead in all aspects of the role • To work with the Designated Safeguarding Lead to audit all reported concerns ensuring decisions taken are sound and all identified actions are carried out |
| Designated Safeguarding Officers | <ul style="list-style-type: none"> • To manage reported concerns in an appropriate and timely manner, making referrals to all appropriate agencies as required and ensuring all identified actions are carried out. • To discuss decisions taken with the Designated Safeguarding Lead or principal Designated Safeguarding Officers |
| Head of Education | <ul style="list-style-type: none"> • Ensuring that staff (including temporary staff) and volunteers: <ul style="list-style-type: none"> ○ Are informed of our systems which support safeguarding, including this policy, as part of their induction ○ Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect • Communicating this policy to parents/carers when their child joins the school and via the school website • Ensuring that the Designated Safeguarding Lead has appropriate time, funding, training and resources, and that there is always adequate cover if the Designated Safeguarding Lead is absent • Ensuring that all staff undertake appropriate safeguarding and child protection training, including online safety, and updating the content of the training regularly. Online safety training includes an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring. • Making decisions regarding low-level concerns in school, though they may wish to collaborate with the Designated Safeguarding Lead on this. |
| Virtual School Heads | <ul style="list-style-type: none"> • Have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils with a social worker |
| All staff, agency/supply staff, students on placement, volunteers and all visitors | <ul style="list-style-type: none"> • To report any concerns about a child or young person's safety or well-being to a designated officer. • To report any concerns about the Designated Safeguarding Lead (Head of Education) to the Head of Operations or the designated LAB member. • In the event of not being able to contact a Designated Safeguarding Officers, to directly report concerns that a child is in immediate danger or at risk of significant harm to the police or the appropriate Local Authority safeguarding team • <u>Everyone</u> has a duty to report safeguarding concerns - Failure to report actual or suspected physical, sexual or emotional abuse |

| Role | Responsibility |
|------|--|
| | or neglect of a child is a disciplinary offence |

6. Procedures (Step-by-step guidance on how to comply with the policy- or refer to xx GPG or procedures)

The policy includes detailed procedures for:

- Reporting concerns (complete Concerning Incident Reporting Form immediately, speak to Designated Safeguarding Lead /Designated Safeguarding Officer, use 2nd line on-call if necessary).
- Responding to disclosures/allegations (listen, record, do not promise confidentiality, do not investigate, refer immediately).
- Managing allegations against staff (refer to LADO, suspend if necessary, DBS referrals).
- Confidentiality and information sharing (share on a need-to-know basis, comply with GDPR and safeguarding principles).
- Physical intervention (only as last resort, minimal force, record all incidents).
- Bullying and child-on-child abuse (zero tolerance, proactive measures to minimise risk, curriculum education, staff vigilance).
- Online safety (robust filtering and monitoring, staff and pupil education, acceptable use agreements).
- Prevent Duty (risk assessment, staff training, referral process).
- Record keeping (clear, comprehensive, timely, secure, retention schedules).
Refer to Appendices for forms, flowcharts, and detailed guidance.

Child protection reporting procedure

If you have any concerns whatsoever about a child's safety or well-being:

1. Complete the **Concerning Incident Reporting Form** as soon as possible, as a matter of high priority. These forms are kept in the incident folders in each classroom and in each House.
 - **You do not need to decide if this is a safeguarding issue, this is the responsibility of the Designated Officer**
 - **If for any reason you are unsure if you should complete a form speak to a Designated Safeguarding Officer or the Designated Safeguarding Lead. IMMEDIATELY. If no Designated Safeguarding Officer is on site discuss your concern with another manager/Team Leader/Teacher who is available who will advise you of what action to take or contact 2nd line on call to be able to speak to a Designated Safeguarding Officer.**
2. Be sure to complete the form as fully as possible. Include the child or young person's full name **and** date of birth, the date and time and your name.
3. When completing the form ensure that the information you give is clear, precise and factual. Refer to the Guidance for Completion form, which is kept in the incident folder, for further advice.
4. If the child or young person has marks or injuries that you have noticed during the normal course of your work complete a Body Map, remembering to complete name, date of birth, date, time and signature.
5. Give the form to the designated safeguarding officer. Do not hand the form to a third party to pass on.
6. In the event that you are unable to contact a Designated Safeguarding Officer and:
 - a. you have reason to believe that a child has suffered significant harm, is in immediate danger or is likely to suffer significant harm then you have a duty to report this **directly and immediately** to the police or to the relevant safeguarding team (numbers at the front of this

- policy.) Anyone can make a referral.
- b. you have a concern about a child then give the form and information to a Team Leader/ Manager /Teacher. If unable to do the above, then contact 2nd line on call on **07771 764350 which is a 24/7 on call system** where you will get through to a senior manager and Designated Safeguarding Officer.
7. Discuss the contents of your form with the Designated Safeguarding Officer so you are clear that it has been received and understood; that you know what action will be taken and what, if anything, you need to do next. If you have any support needs as a result of what you have observed or experienced, make these known to the Designated Safeguarding Officer now or at any later stage.
 8. Refer to Appendix D SAFEGUARDING ACTION FLOWCHART for further information on the likely outcomes of your report. Refer to Appendix E What Happens When You Make a Safeguarding Report if your concern about a child relates to the actions of a member of staff, student or volunteer.

Responding to disclosures/allegations of abuse

If a child or young person says or in some way indicates that abuse has taken place:

- Listen and take seriously what the child communicates
- Record exactly what and how the child communicates
- **Do not** promise to keep the information secret, make it clear who you need to tell.
- Allow a child who is freely recalling significant events to continue but do not press for detail beyond what is minimally necessary to be clear that some form of abuse is being described.
- Be calm and reassuring
- Tell the child that there are people who will help, and will keep them safe. Explain what will happen next and that you will have to pass the information on
- **Do not** express disbelief, however incredible the story appears
- **Do not** make suggestions about what has taken place or how it came about, or question the child except to clarify what he/she is saying.
- **Do not** ask a child to repeat what has been said to somebody else before referring
- **Do not** make assumptions of the child's feelings
- Avoid condemning the alleged abuser but do reassure the child that he/she is not responsible for anything that has happened despite what they may have been told.
- **Do not** assume the parents/carers are not involved with or a party to the abuse.
- Write down exactly what has been communicated immediately afterwards, describing specifically what was communicated and how and what you said in response. Capture the actual words that the young person used; do not be tempted to assume or change it to what you think they meant
- Always remember that responsibility for making enquiries and investigating allegations rests with children's social care and the police child protection team along with other relevant agencies, not with MacIntyre School and children homes
- Do not discuss any of the information with others within or outside of MacIntyre School or children homes (except those who have a duty to receive it). All information received from the child should remain confidential at all times

It is important in your report that you include the child's physical/emotional state and ensure the report is signed, dated and timed.

For any more information on what to detail in your report or on the procedures following your report please read the **Bucks CC Safeguarding Children Procedures** – this is available on the Bucks CC LSCB website <http://www.bucks-lscb.org.uk/bscb-procedures/>

Sharing information or the principle of Need to Know

- Every case is different and therefore it is impossible to write strict guidance on who needs to be informed about an incident.
- The general premise should be that the child or young person's well-being is paramount and this should be the primary consideration when deciding what information should be shared with whom.
- The discussion between the person reporting the incident and the Designated Safeguarding Officer should leave the person who made the report feeling clear about what, if anything, they should share and with whom.
- Do not share information with anyone else **until** you have discussed the situation with a Designated Safeguarding Officer or, if none are available, the Manager on Site or a Head of Service.

In addition to the above procedures, the following procedures apply when the alleged abuser is a member of staff at MacIntyre School:

- The Designated Safeguarding Lead/ Designated Safeguarding Officer will discuss situation with the police and social services and where appropriate, take advice from MacIntyre Human Resources
- Where the decision to ask a member of staff to refrain from work or suspend them is taken the Designated Safeguarding Lead or a Designated Safeguarding Officer will inform the member of staff of this. In an emergency situation the Manager on Site will take this decision having consulted with Second Line on Call.
- The Designated Safeguarding Lead / Designated Safeguarding Officer in consultation with social services will agree who is to inform parents/carers, how and when.
- Decide if other staff might be implicated and what action should be taken
- Staff suspended from duty should be informed not to contact other staff members, parents or trustees at MacIntyre School and children's homes
- It is the responsibility of the Designated Safeguarding Lead to ensure that the Disclosure and Barring Service are made aware if a member of staff or a volunteer is dismissed because they have harmed a child or adult at risk, or would have done so if they had not left our employment.

Abuse by a member of staff of a child/young person who does not attend MacIntyre School or children's home

- If MacIntyre School or children homes becomes aware that a member of staff is involved in an external safeguarding investigation, in consultation with Human Resources, that member of staff will be suspended until such time as the enquiry is complete when a decision about their future employment will be made.

Abuse by a child/young person

- Where the alleged abuser is another child the Designated Safeguarding Lead / Designated Safeguarding Officer will agree any immediate action in respect of the alleged abuser, particularly where the child should reside, in order to maintain the safety of the other children.
- The Designated Safeguarding Lead/ Designated Safeguarding Officer will decide how the alleged abuser's parents will be informed of the matter and be involved in discussions/decisions unless to do so would risk the safety of the alleged victim/abuser/other child and/or the conduct of the enquiry.
- A Multi-disciplinary response will be coordinated to ensure the best outcome for all children/young people involved.

If an allegation of abuse is made against another child or young person:

- You must record the allegation and tell the Designated Safeguarding Lead, but do not investigate it

- The Designated Safeguarding Lead will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The Designated Safeguarding Lead will put a risk assessment and support plan into place for all children involved (including the victim(s), the child/ren against whom the allegation has been made and any others affected) with a named person to support them. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)

If the incident is a criminal offence and there are delays in the criminal process, the Designated Safeguarding Lead will work closely with the police (and other agencies as required) while protecting children. We will ask the police if we have any questions about the investigation.

Designated Safeguarding Lead / Designated Safeguarding Officer actions

The Designated Safeguarding Lead / Designated Safeguarding Officer must refer and discuss any disclosed concerns with the duty assessment team in the child's home local authority and inform Bucks CC First Response Team or Adult Safeguarding Team as appropriate of the referral. Any concern involving a member of staff will also be discussed with the LADO and advice taken on next steps.

Where possible the Designated Safeguarding Lead / Designated Safeguarding Officer will discuss concerns with the family and inform them of any referrals being made, unless this may place the child at risk of significant harm, lead to the risk of losing evidence or in cases where fabricated or induced illness is suspected.

The Designated Safeguarding Lead / Designated Safeguarding Officer will keep written evidence of:

- Discussions with the child/young person
- Discussions with staff
- Discussions with parent/carer
- Discussion with managers
- Information provided to children's social care team
- Decisions taken (clearly timed, dated and signed)
- A chronology of events

The timings of referrals must reflect the level of perceived risk, but should usually be within one working day of the recognition of the risk

Buckinghamshire Local Authority - Guidance

Buckinghamshire Local Authority has significant guidance, policies and information on the safeguarding of children- The bellow link provides their policy in the Abuse of Disabled Children

<https://bscb.procedures.org.uk/gkqls/children-in-specific-circumstances/abuse-of-disabled-children-guidance>

7. Compliance and Monitoring (How adherence will be checked and what happens if non-compliance occurs. (optional if applicable))

Compliance is monitored through:

- Annual safeguarding competency questionnaires.
- Safeguarding audits by the Local Advisory Board member.
- Review of safeguarding logs and incident reports.
- Staff training records and declarations.

Non-compliance, including failure to report actual or suspected abuse, is a disciplinary offence.

8. Related Policies / References (Links to other relevant policies, standards, or legislation)

This policy should be read in conjunction with MacIntyre's:

- Health and Safety Policy, risk assessment procedures
- Performance management and disciplinary procedures
- Staff Code of Conduct
- Whistleblowing Policy

MacIntyre School's:

- Anti-Bullying Policy and Procedures
- Complaints procedures
- Medicines Policy
- Online Safety Policy
- Positive Behaviour Support Policy
- Prevent Statement
- Recruitment & Selection Policy

Additional Legal References:

- Buckinghamshire LSCB Child protection and safeguarding procedures
- Buckinghamshire Children's Safeguarding Board Information Sharing Code of Practice
- Children Act 1989 and 2004 amendment
- Children and Families Act 2014
- Children Missing Education; Statutory Guidance for Local Authorities Sept 2025
- DfE Guidance – Managing the risk of radicalization in your education setting – Update September 2023
- Education Act 2002
- Equality Act 2010
- Framework for the Assessment of Children in Need and their Families - 2000
- Human Rights Act 1998
- Inspecting Safeguarding in Early Years, Education and Skills Settings - 2019
- Keeping Children Safe in Education 2025
- Mental Capacity Act 2005
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014.
- Part 1 of the schedule to the Non-Maintained Special Schools (England) Regulations 2015
- Prevent Duty Guidance 2023
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which explains what 'regulated activity' is in relation to children
- Sexual Violence and Sexual Harassment between Children – May 2018
- Statutory guidance on Female Genital Mutation

- Statutory Guidance on the Prevent duty issued under section 29 of the Counter-Terrorism
- The Children's Home Regulations - 2015
- The Public Sector Equality Duty
- The Rehabilitation of Offenders Act 1974 which outlines when people with criminal convictions can work with children
- The School Staffing (England) Regulations 2009 What to do if you are worried a child is being abused – Guide for Practitioners DfE 2015
- Working Together 2023

9. Review and Revision (How often the policy will be reviewed and who approves changes)

- A full review will be conducted annually (or sooner if legislation changes)
- Review and revision is completed by the Lead Reviewer and approved by the Policy Owner
- Any major revisions must be approved by Directors and Trustees
- Local Advisory Board

DRAFT

Appendix A: Concerning Incident Reporting Form – Guidance for Completion

Concerning Incident Reporting Form – Guidance for Completion

| | |
|---|---|
| Name of child/young person: | D.O.B: |
| Date & time of incident: | Location: |
| Person making report: | |
| Date & time of writing report: | |
| <p>Report:</p> <p>Write down what happened as soon as possible.</p> <p>Record words used by the child and observable things such as noticeable non-verbal behaviour, rather than your interpretations or assumptions.</p> <p>If you do write your opinion make this very clear, e.g. “George said he had been punched but in my opinion the mark on his face looked like a slap as there were finger marks.”</p> <p>Complete a separate body map diagram if there are observable marks on the child’s body</p> <p><i>If the incident relates to an allegation against a member of staff include details around the person’s mood and emotional state.</i></p> <p><i>Give as much information as possible including who else was in the room, where people were sitting etc.</i></p> | |
| Signature of person making the report: | |
| To be completed by the person receiving the report | |
| Incident reported to: this may be one of the Designated Safeguarding Officers or Manager on site if Designated Safeguarding Officer not available | Time and date received: reports must be passed on as quickly as possible: |
| Do you need to report this incident immediately to the Designated Safeguarding Officer /Second Line on Call? | |
| Yes | No |
| If not when and to whom are you reporting it? | |
| This section must be completed. | |
| Justification for the above decision: | |
| <p>If you do not consider it to be a safeguarding incident you must clearly state why.</p> <p>All decisions will be reviewed by the Designated Safeguarding Lead and senior Designated Safeguarding Officers. If you are not sure contact Second Line on Call 07771764350</p> | |
| To be completed by the person report is passed on to: | |
| Incident reported to: Unless you are the Designated Safeguarding Lead or a Principal Designated Safeguarding Officer you must discuss the report and your decision with the Designated Safeguarding Lead or a Principal Designated Safeguarding Officer at the earliest opportunity | Time & Date Report Received |
| Advice given: Person receiving the report to detail here all advice given to the person who made the report. | |

Appendix B: Concerning Incident Report Form

Concerning Incident Reporting Form

| | |
|---|-----------------------------|
| Name of child/young person: | D.O.B: |
| Date & time of incident: | Location: |
| Person making report: | |
| Date & time of writing report: | |
| Report: | |
| Signature of person making the report. | |
| To be completed by the person receiving the report | |
| Incident reported to: | Time and date received: |
| Do you need to report this incident immediately to the Designated Safeguarding Officer/Second Line on Call? | |
| Yes | No |
| If not when and to whom are you reporting it? | |
| Justification for the above decision: | |
| To be completed by the person report is passed on to: | |
| Incident reported to: | Time & Date Report Received |
| Advice given: | |

Appendix C – Body Map Form



Body Map Form

You will need to fill this out if it is difficult to describe the location of the injury

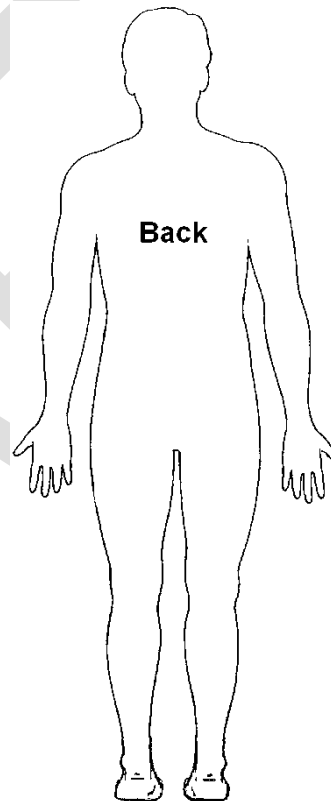
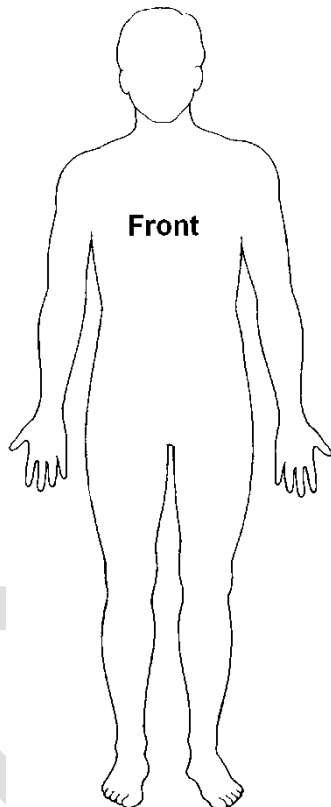
Forename:

SURNAME:

Date of Birth

Date of Observation

Illustrate any concern regarding physical injury on this sheet. Indicate the position of any bruising or abrasions and approximate age where possible. Describe size, shape and colour of marks observed, e.g. bruising fades from pink-purple-blue-brown-yellow. Do not remove clothing for the purpose of the examination. Record accurately as this may be a legal document. Give to the Designated Person on completion with the Incident Report Form.



Description of injury:

Signature of Person Completing:

Date:

PRINT Name:

Time:

When you have completed this form, please attach it to the Safeguarding Incident Reporting form.

Appendix D: Designated Safeguarding Officer Response Forms

| SAFEGUARDING CONCERN FORM | |
|--|---------------------------|
| Details of decision to manage as a safeguarding concern: | |
| | |
| DSO Incident reported to: | |
| Date and time received by DSO: | |
| Summary of intended action: | |
| | |
| Completed: | |
| Signed: (Designated Safeguarding Officer) | Date & time: |
| Informed | Date/Time/By Whom: |
| Parent(s) | |
| Social Worker | |
| LADO | |
| OfSTED | |
| Bucks Commissioner Informed | |
| Other Agencies (give details) | |
| | |
| CYP Director: | |
| Assessnet Reference Number: | |

INCIDENT BETWEEN CHILDREN AND/OR YOUNG PEOPLE THAT IS NOT DEEMED SAFEGUARDING

This incident is being managed in this way because:

Have there ever been any other incidents between these CYP? (give number and any relevant details)

Have any previous actions been taken to reduce the likelihood of these incidents? (details)

Summary of intended action (including informing others):

| Action | Date completed |
|--------|----------------|
| | |

Assessnet Reference Number:

| | |
|--------------------------------|-------|
| Name and signature of manager: | Date: |
|--------------------------------|-------|

| | |
|---------------------------|-------|
| Name and signature of DSO | Date: |
|---------------------------|-------|

Form to be photocopied and stored for each CYP

CONCERNING INCIDENT INVOLVING A MEMBER OF STAFF DEEMED TO BE POOR PRACTICE.

This incident is being managed in this way because:

Incident discussed with LADO? Give details. If not explain why.

Have there ever been any previous concerning incidents involving this member of staff? (give number and what actions were taken)

Summary of intended action (including informing others):

| Action | Date completed |
|--------|----------------|
| | |

| | |
|--------------------------------|-------|
| Name and signature of manager: | Date: |
| Name and signature of DSO: | Date: |

Form to be stored in Safeguarding cabinet.

Incident to be recorded on Staff Safeguarding Spreadsheet?

| | |
|-----|----------------------------|
| Yes | No (if no detail why not): |
|-----|----------------------------|

INCIDENT NOT DEEMED SAFEGUARDING

This incident is being managed in this way because:

Does this report raise any concerns?

Have there been any previous concerning incidents involving this/these members of staff? (Give number and what actions were taken).

Summary of intended action (including informing others)

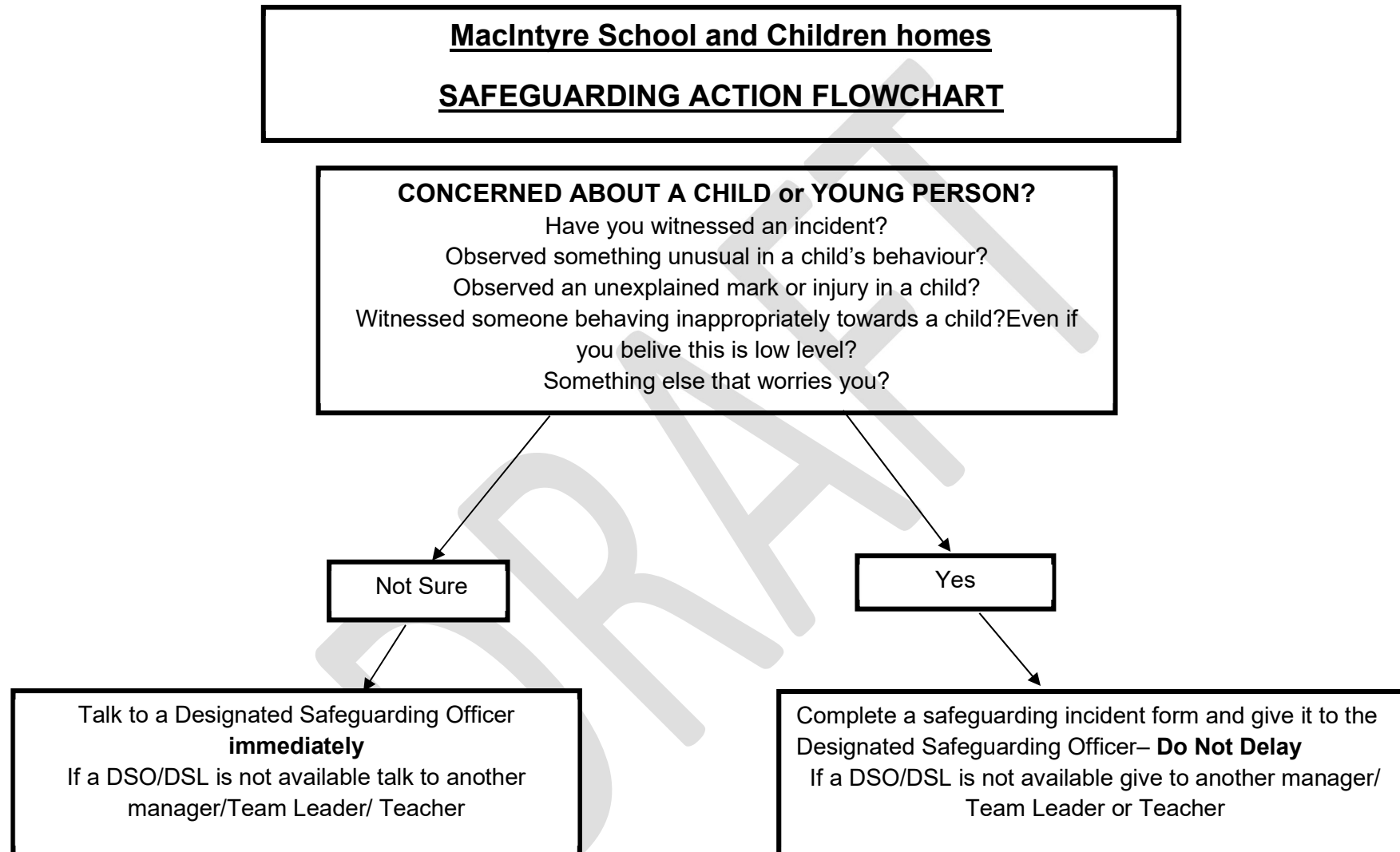
Action:

Date completed:

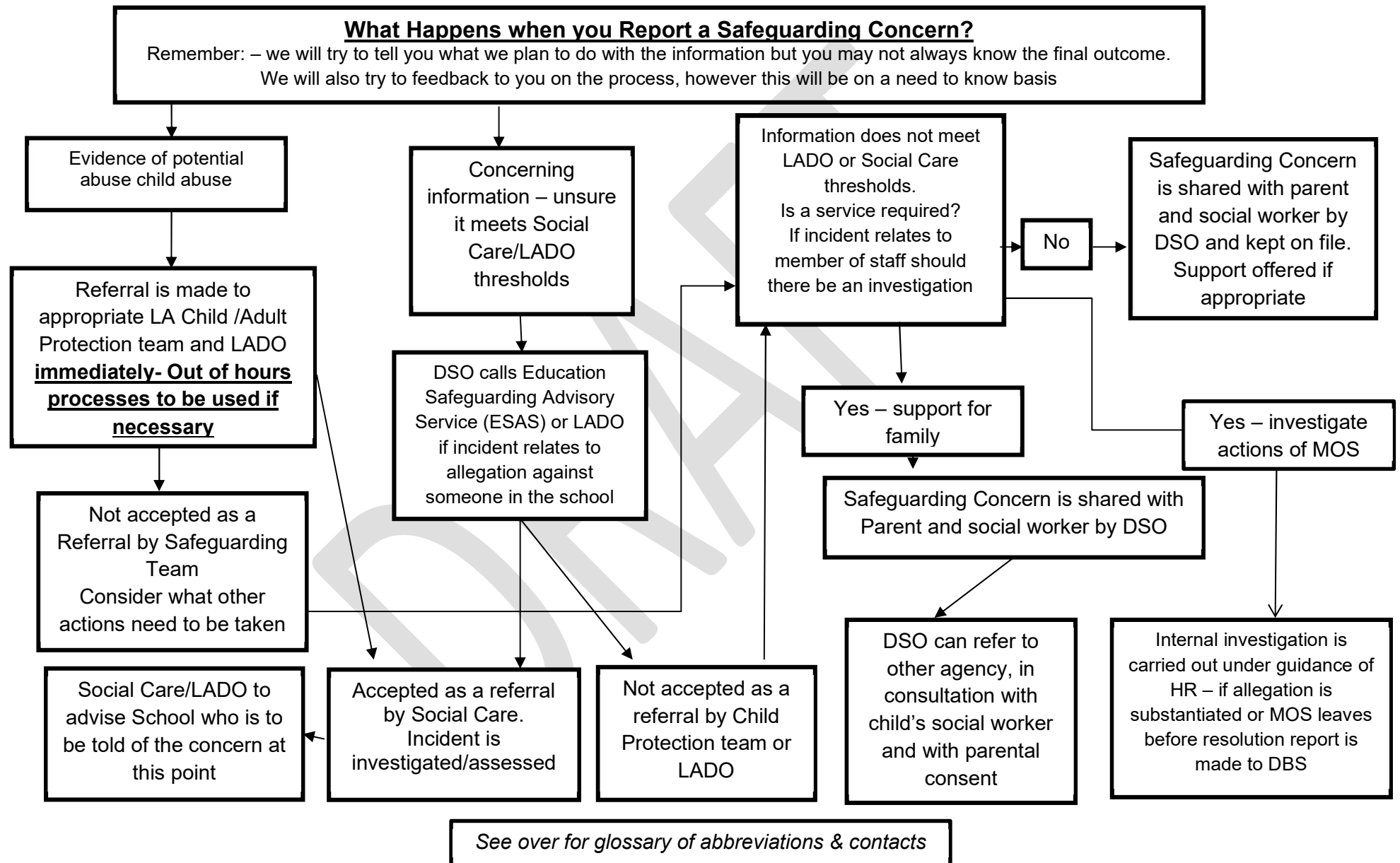
Name & Signature of DSO:

Date:

Appendix E: Safeguarding Children Flowchart



Appendix F: What Happens when you Report a Safeguarding Concern?



Appendix G: Glossary of terms

Glossary of Abbreviations & Terminology

- Children's Social Care - Receive referrals, make decisions about what to do and carry out initial assessments and Section 47 Child Protection investigations. Teams from different local authorities have different names, e.g. Access & Assessment, First Response. As a rule the child's personal social worker would be informed of any concerns and the safeguarding team in their local authority.
- DSL- Designated Safeguarding Lead- Person with overall responsibility for safeguarding
- DSO - Designated Safeguarding Officer – identified member of staff who has been trained and has a responsibility for child protection and safeguarding in the school
- ESAS – Education Safeguarding Advisory Team: Bucks CC team who will advise schools on what to do with safeguarding concerns.
- HR - Human Resources, deal with staffing issues.
- LADO – Local Authority Designated Officer: has a responsibility for managing allegations against anyone in the children's workforce.
- DBS- Disclosure and Barring Service
- TRA- Teachers Regulation Agency
- MOS- Member of Staff

Failure to report actual or suspected physical, sexual or emotional abuse or neglect of a child is a disciplinary offence.

Appendix H: Safeguarding Children and Young People:

Types and Indicators of Abuse

Everyone working with our young people must know and understand the signs and indicators that may suggest a child or young person is suffering or at risk of suffering harm and know what to do and to whom to speak if they become concerned about a child or young person or if someone discloses to them.

The following is intended as a reference for staff and parents/carers if they become concerned that a child or young person 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:

Definition of abuse

The DfE guide **Keeping Children Safe in Education 2025** defines abuse as '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. 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.' All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online.

Section 120 of the Adoption and Children Act broadens the definition of harm to 'including for example impairment suffered from seeing or hearing ill-treatment of another'.

Types of abuse

Neglect by others

Neglect is the persistent failure to meet a child's or young person'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:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child/young person 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children.

Physical Abuse

May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse also includes fabricated illness, whereby a parent or significant adult feigns the symptoms of, or deliberately causes the ill health of, a child. It may also include kicking, misuse of medication, restraint or inappropriate sanctions.

Emotional/psychological abuse

Emotional abuse is the persistent emotional maltreatment of a child or young person such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children 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 also occur alone.

Exploitation

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

Child Sexual Exploitation

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. It may or may not be accompanied by violence and/or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

Extremism

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society. Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist.

County Lines

As set out in the Serious Violence Strategy published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child Criminal Exploitation

As set out in the Serious Violence Strategy (<https://data15.users.tmc.alorum.esa.swww.gov.uk/government/publications/serious-violence-strategy>), published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or

(c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Taken from "Working Together" 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf

'Honour Based' Abuse

So-called 'honour-based' abuse encompasses crimes or incidents, which has or may have been committed to protect or defend the honour of the family and/or community. This may include female genital mutilation (FGM) and forced marriage. 'Honour'-based violence is in evidence across countries, cultures and religions.

Circumstances which may lead to the abuse are wide ranging and not culturally specific. Honour Based Violence affects people of all ages, but often begins early, in the family home. This can lead to a deeply embedded form of coercive control, built on expectations about behaviour that are made clear at a young age. Often the control is established without obvious violence against the victim, for instance through family members threatening to kill themselves because of the victim's behaviour.

All forms of 'honour-based' violence are abuse (regardless of the motivation) and must be handled and escalated as such.

Female Genital Mutilation

Female Genital Mutilation is a form of child abuse and as such is dealt with under MacIntyre's Safeguarding Policy. The World Health Organisation definition is: 'Female genital mutilation comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.' (World Health Organisation, 2014). It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Forced Marriage

Forced marriage is one entered into without the full and free consent of one or both parties and where a person faces physical pressure to marry (for example, threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. they are made to feel like that they are bringing shame on their family) if they do not marry.

A lack of free or full consent can be where a person does not consent or where they cannot consent (if they have a learning disability for example). Forcing a person into a marriage is a crime in England and Wales.

An arranged marriage is very different from a forced marriage. An arranged marriage is entered into freely by both people, although their families take a leading role in the choice of partner.

Abuse linked to spirit possession

The term 'belief in spirit possession' is defined for the purposes of this guidance as the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers.

Children with autism, learning difficulties and epilepsy are particularly at risk of being thought of as possessed and potentially being subjected to physical, sexual and emotional abuse and neglect as a result. Belief in spirit possession has been a factor in a number of cases where children have died as a result of belief in spirit possession.

Organisational abuse

Organisational abuse occurs when the lifestyles of children and young people are sacrificed in favour of the rituals, routines and/or restrictive practices of the home, school or care setting.

Organisational abuse is the repeatedly poor care of children or a group of children by those working in the care establishment.

Children and young people living within an institution, for example a children's home or a residential special school, are potentially vulnerable to institutional abuse

Self-neglect

Self-neglect is where a child or young person constantly fails to respond to their own needs and this has a detrimental effect on their health and well-being; where a person is unable to understand the consequences of his or her actions or inaction and this inability leads to or may lead to harm.

Financial abuse

Financial abuse occurs when individual resources are being inappropriately used to the advantage of another person

Child on child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the two.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- 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
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out section 6 of this policy, as appropriate.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

It is recognised that the majority of the children and young people at MacIntyre School and Children’s Homes do not have the capacity to engage in many of these areas of child-on-child abuse, it is still important that staff are alert to all possibilities and know how to act should the need arise.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn’t physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child’s needs and update records about their circumstances.

Signs and symptoms of abuse

The following is a list of signs and symptoms that may be consistent with abuse; some children/young people can exhibit one or more of these signs for other reasons.

If there are concerns about a child displaying any of these indicators the concern should be shared with the DSL/DSO and/or a senior member of staff.

Physical abuse

Physical indicators

Unexpected or unexplained bruises/welts/lacerations/abrasions:

- On face, lips, mouth
- On torso, back, buttocks, thighs
- In various stages of healing
- Clustering forming regular patterns
- Reflecting shape of article used, e.g. belt, buckle, electrical flex
- On several different surface areas
- Regularly appear after absence, weekend, or holiday
- Bite marks or fingernail marks.
- Unexplained burns:
 - Cigar or cigarette burns e.g. on soles, buttocks, palms or back
 - Immersion' burns, where hands, feet or body have been forcibly immersed in very hot water
 - Patterns like electrical burner, iron etc.
 - Rope burns on arms, legs, neck or torso

Unexplained fractures:

- To skull, nose, facial structure and others
- In various stages of healing
- Multiple or spiral fractures

Behavioural indicators

- Flinching when approached or touched
- Reluctance to change clothes for PE lessons
- Wary of adult contacts
- Difficult to comfort
- Apprehension when other children cry
- Crying, irritability
- Frightened of parents/staff member/particular individual
- Afraid to go home/to an activity etc.
- Rebelliousness in adolescence
- Reported injury
- Behavioural extremes - aggressiveness, withdrawal, impulsiveness
- Regression or child-like behaviour
- Apathy
- Depression
- Poor peer relationships
- Panic in response to pain

Neglect by others

Physical indicators

- Consistent hunger
- Poor hygiene
- Inappropriate and inadequate dress
- Consistent lack of supervision, especially in dangerous activities or for long periods
- Unattended physical problems or medical needs
- Abandonment

Behavioural indicators

- Begging
- Stealing food
- Constant fatigue, listlessness
- Poor relationships with care-giver
- Deterioration in health
- Unexplained accidents

Sexual Abuse

Physical indicators

- Difficulty in walking, sitting down
- Stained or bloody underclothing
- Pain or itching in genital area
- Bruising, bleeding, injury to external genitalia, vaginal and/or anal areas
- Vaginal discharge
- Bed-wetting
- Excessive crying
- Sickness

Behavioural indicators

- Inappropriate sexual behaviour or knowledge for the child's age
- Promiscuity
- Sudden change in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse (e.g. glue sniffing)
- Emotional withdrawal through lack of trust in adults
- Over-compliance with requests of others
- Frequent complaints of unexplained abdominal pains
- Eating problems
- Sleep disturbances
- Poor peer relationships
- Possessing money or 'gifts' that cannot be adequately accounted for
- Inappropriate sexually explicit drawings or stories
- Soiling

Emotional/psychological abuse

Physical indicators

- Failure to thrive
- Delays in physical development or progress

Behavioural indicators

- Sucking, biting, rocking
- Anti-social or destructive behaviour
- Sleep disorders, inhibition of play
- Overly compliant, passive, aggressive, demanding
- Impairment of intellectual, emotional, social or behavioural development
- Reduced levels of personal hygiene
- Eating too much or too little
- Unable to sleep
- Withdrawn or shunning company
- Seeking reassurance

Institutional abuse

Physical indicators

- Shared clothing and possessions
- Inappropriate use of medication
- Failure to thrive

Behavioural indicators

- Low self esteem
- Individual becoming compliant
- No recognition of cultural or religious choices
- No support plans or complaints

Self-Neglect

Physical indicators

- Not eating or over eating
- Not drinking sufficient fluids
- Poor personal hygiene
- Not taking prescribed medication
- General deterioration in health/hygiene
- An unkempt look
- Weight loss
- Unexplained accidents

Behavioural indicators

- Low self esteem
- Lack of any self confidence
- Not wanting to engage with others

Financial abuse

Physical indicators

- Individual with a decreased amount of money available
- Possessions going missing
- Money disappearing without explanation
- Accounts and receipts not adding up
- Individuals only having a small amount of money available when they use to have more
- Clothing/ possessions of poor quality

Behaviour indicators

- Low self esteem
- Appears compliant

Honour based abuse/Forced marriage

It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used.

Indicators

- Extended absence from school or the children home, unusually withdrawn low motivation and low mood, excessive parental restriction and control of movements and history of siblings leaving education to marry early.
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home.
- Fear of forthcoming school holidays
- Request for extended leave from education and not returning and failure to return from visits to country or origin

Child Sexual Exploitation

Indicators

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with MacIntyre School, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

(Please also see Bucks CC Children's Board screening tool for CSE).

Serious Violent Crime

Indicators

- Unexplained gifts / new possessions – these can indicate a child has been approached by / is involved with individuals associated with criminal networks / gangs
- Increased absence from school
- Change in friendship / relationships with others / groups
- Significant decline in performance
- Signs of self-harm / significant change in wellbeing
- Signs of assault / unexplained injuries

Indications of abuse in children who have disabilities or medical needs

Whilst any of the above indicators may identify that abuse is occurring or has occurred, some of them may have other causes. This is particularly important when students have social and communication problems associated with autism or specific medical problems. Research also tells us that children with special needs are at an increased risk of abuse.

Some children and young people display these specific indicators at all times, and where these have been shown not to be a result of abuse it is important to monitor any changes in a child's behaviour, physical condition, emotional state and sociability. Such changes may themselves indicate that abuse is taking place.

Staff should read individual student files to familiarise themselves with medical conditions that can present with the same symptoms as abuse - but should never assume that the indicator is not the result of abuse.

Because such judgements often require sophisticated knowledge and understanding, all staff must err on the side of caution. It is better to report cases where no abuse is occurring than to miss one case because a wrong assumption has been made. If there is any worry or concern about a child it must be reported.

We recognise other specific safeguarding issues which may or may not be an area for close vigilance, depending on the residential arrangements.

These are:

- bullying including cyberbullying
- children with unexplainable or persistent absences from education
- children missing from home or care
- child sexual exploitation
- domestic violence
- drugs
- female genital mutilation
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Appendix I: Record Retention Schedules

| | |
|---|---|
| Child leaves school and does not transfer to a new school/FE setting | |
| Concerns were at a low level/threshold for referral to social care not met/no inter-agency involvement | CP file should be retained until child's 25th birthday (or the end of that school year) |
| A referral was made/social care involved/other agencies involved | 35 years from the date the child left the school. |
| Child leaves school and moves to another school/FE setting | |
| Chronology | Should be kept for at least the periods stated above. They may be archived for longer if this is stated in your policy |
| CP file has been posted to a new setting | A copy of the entire file should be kept until the new setting confirms safe receipt. The copy should then be shredded. |
| All | |
| Looked After Child | 75 years from date child left school |
| Records relating to allegation against staff/harm to a pupil by staff/visitor/volunteer | Usually retirement age or 10 years whichever is longer BUT for duration of IICSA. It is a criminal offence to destroy any records that could be called as evidence so retain everything. |

It is important to note that the retention requirements are two-fold: records must be retained as specified above, but should not be retained any longer unless there is a good reason to do so (for example: because legal action is pending)