

# **Luton**

---

## **SAFEGUARDING AND CHILD PROTECTION POLICY FOR LUTON MUSIC SERVICE**

**Updated DECEMBER 2023  
Review date: Dec 2024  
V.1**

**Produced by the Safeguarding in Education team for Luton Council**

# Table of contents

## Contents

## Contents

Contents .....	2
Music Service acknowledgement .....	5
Local Multi Agency Safeguarding Arrangement Note:.....	5
PART ONE: SAFEGUARDING POLICY .....	5
1. Introduction.....	6
Luton Music Service is committed to safeguarding and promoting the welfare of all its children. We believe that:.....	7
2. The Designated Safeguarding Lead .....	7
3. Overall Aims .....	9
4. Key Principles .....	9
5. Key processes .....	10
6. Expectations .....	10
7. A Safer Service Culture .....	11
8. Safer Recruitment and Selection .....	11
9. Our Role in the Prevention of Abuse .....	11
10. Safeguarding in specific circumstances: Children who are vulnerable to extremism .....	12
11. Safeguarding Children in Specific Circumstances: Female Genital Mutilation / Forced Marriage / Modern Day Slavery .....	13
Types of human trafficking.....	14
12. Safeguarding Children in Specific Circumstances: Child on Child Abuse .....	14
13. Safeguarding Children in Specific Circumstances: Sexualised behaviours .....	15
14. Safeguarding Children in Specific Circumstances: Gang related violence (Contextual/Extra Familial Risk) .....	16
15. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery.	16
16. Safeguarding Children in specific circumstances: Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE) .....	18
17. Children in specific circumstances.....	19
20. Domestic Abuse .....	20

21. Children with additional needs .....	21
22. Cybercrime.....	21
25. Involving parents / carers.....	22
26. Responding to an allegation or concern about a member of staff.....	23
The LADO in Luton can be contacted on 01582 548069. ....	24
<b>Appendix Three.....</b>	<b>27</b>
<b>Definitions and indicators of abuse .....</b>	<b>27</b>
<b>Neglect.....</b>	<b>27</b>
<b>Physical abuse.....</b>	<b>28</b>
<b>Sexual abuse.....</b>	<b>29</b>
<b>Sexual exploitation .....</b>	<b>30</b>
<b>Emotional abuse .....</b>	<b>30</b>
<b>Responses from parents/carers .....</b>	<b>31</b>
<b>Disabled children.....</b>	<b>32</b>
<b>Immediately afterwards .....</b>	<b>34</b>
<b>Appendix Five .....</b>	<b>35</b>
• <b>Physical.....</b>	<b>35</b>
• <b>Emotional .....</b>	<b>35</b>
• <b>Sexual.....</b>	<b>35</b>
• <b>Neglect .....</b>	<b>35</b>
• <b>Behaviours which may pose a risk.....</b>	<b>35</b>
<b>The Head Teacher/Principal will not carry out the investigation himself or interview pupils.</b> .....	<b>35</b>
<b>Concerns that do not meet the harm threshold .....</b>	<b>36</b>
<b><i>Luton Borough Council Low-Level Concerns Policy.....</i></b>	<b>38</b>
<b><i>2.0 Purpose and aims.....</i></b>	<b>38</b>
<b><i>7.5 The concern is serious enough to warrant a referral to the LADO.....</i></b>	<b>41</b>
<b><i>Checklist for completing low level concern form:.....</i></b>	<b>43</b>
<b>Appendix Six .....</b>	<b>45</b>
<b><i>‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’.....</i></b>	<b>45</b>
<b>Appendix Seven.....</b>	<b>47</b>
<b>Effects of FGM .....</b>	<b>47</b>
<b>Why FGM is carried out.....</b>	<b>47</b>
<b>Where FGM is carried out .....</b>	<b>47</b>

<b>The Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.....</b>	<b>48</b>
<b>Appendix Eight .....</b>	<b>49</b>
<b>Incidents covered by this policy: .....</b>	<b>49</b>
<b>Incidents not covered by this guidance: .....</b>	<b>49</b>
<b>The Law .....</b>	<b>49</b>
<b>Assessing the risks .....</b>	<b>50</b>
<b>Informing parents/carers.....</b>	<b>50</b>
<b>Searching devices, viewing and deleting imagery .....</b>	<b>50</b>
<b>Appendix Nine.....</b>	<b>52</b>
<b>Appendix Ten .....</b>	<b>53</b>
<b>Appendix Eleven.....</b>	<b>56</b>
<b>Appendix Twelve .....</b>	<b>57</b>
<b>Appendix Fifteen.....</b>	<b>62</b>
<b>Guidance for carrying out an online search for shortlisted candidates .....</b>	<b>63</b>
<b>4. The process .....</b>	<b>63</b>
<b>Appendix 16A.....</b>	<b>66</b>

## **Music Service acknowledgement**

In this service, we are committed to safeguarding and child protection in line with the statutory guidance.

As required, all staff have read and understood part one of Keeping Children Safe in Education (2022).

The DSL is Kerry Watson

The Deputy DSL is Julia Fraser

## **Local Multi Agency Safeguarding Arrangement**

### **Note:**

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards with new local safeguarding arrangements led by three safeguarding partners (local authorities, chief officers of police and clinical commissioning groups). The Act places a duty on those partners to make arrangements for themselves and **relevant agencies** they deem appropriate to work together for the purpose of safeguarding and promoting the welfare of children in their area. Education is one of the relevant agencies. In Luton, the arrangements continue to be referred to as the Local Safeguarding Children and Adult's Board.

## **PART ONE: SAFEGUARDING POLICY**

To be reviewed (annually)

Version number:

## 1. Introduction

1.1 Safeguarding is defined as –

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

1.2 Child Protection is defined as –

- the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. (Working Together, DfE 2018)

This includes, but is not limited to, safeguarding children in specific circumstances, such as:

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Child on child abuse
Self Harm behaviours	Children with mental health difficulties or illness
Up skirting	Contextual/extra familiar risks

**Luton Music Service is committed to safeguarding and promoting the welfare of all its children. We believe that:**

- all children/young people have an equal right to be protected from harm
- children/young people need support which matches their individual needs, including those who may have experienced abuse
- all children/young people have the right to speak freely and voice their values and beliefs
- all children/young people must be encouraged to respect each other's values and support each other
- all children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs
- schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours which may be perceived to be 'risky'
- all staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

## **2. The Designated Safeguarding Lead**

**The Designated Safeguarding Lead Kerry Watson**, is a member of the Senior Leadership Team and takes lead responsibility for coordinating all child protection activity within the service. They will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the early help hub, children's social care, health, police etc. This person has lead responsibility and holds the management oversight for safeguarding and child protection.

***The Designated Safeguarding Lead is supported by the following Deputy Designated Safeguarding Lead/s:***

**Julia Fraser**

The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility.

When the service has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a single agency early help response, undertaking an early help assessment or Graded Care Profile 2 or referral to Children's Social Care for a statutory social work assessment. The Head

Teacher / Principal will be kept apprised of cases as appropriate

- DSL/School/Service will refer to the Model Setting Concern Process if a concern becomes apparent regarding a child. For further information, please see appendix 10.
- The DSL will report any safeguarding concerns directly to the DSL at a school, where a member of the peripatetic team reports a concern noticed in a school. It is the responsibility of the school to make the necessary referrals and recordings in line with their own safeguarding procedures.
- the Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff
- the DSL and deputies should liaise with the three safeguarding partners and work with agencies in line with Working Together to Safeguard Children (2018), [the NPCC – when to call police](#) should help the DSL understand when they should consider calling the police and what to expect if they do so.
- the Designated Safeguarding Lead will refer cases to the Police where a crime may have been committed
- the Designated Safeguarding Lead will seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required
- the Designated Safeguarding Lead will liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child
- the Designated Safeguarding Lead will ensure safeguarding and child protection information is dealt with in a confidential manner and in accordance with the LSCB's information sharing guidance.
- staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family
- a written record will be made of what information has been shared with whom, and when
- the Designated Safeguarding Lead will ensure that safeguarding and child protection records are stored securely in a central place separate from academic records
- individual files will be kept for each child: the service will not keep family files
- the Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead is restricted, and a written record will be kept of who has had access to them and when



- the Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff
- general communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility

**The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances, advice will be sought from Children's Social Care.

### 3. Overall Aims

**This policy will contribute to safeguarding our children and promoting their welfare by:**

- clarifying standards of behaviour for staff and children
- contributing to the establishment of a safe, resilient and robust ethos in the service, built on mutual respect, and shared values
- creating an organisational culture that is safe for children
- introducing appropriate work within the curriculum
- encouraging children and parents to participate
- developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns
- addressing concerns at the earliest possible stage in the least intrusive way

### 4. Key Principles

- always see the child first and consider what life is like for the child, maintaining a culture of vigilance
- provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Luton LSCB Thresholds Framework
- have conversations, build relationships and maintain professional curiosity
- focus on securing improved outcomes for children
- build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children
- every child is entitled to a rich and rounded curriculum
- when issues arise, service managers should speak out, addressing them internally

where possible and engaging in a multi-agency response when required in accordance with interagency procedures

## 5. Key processes

All staff should be aware of the guidance issued by the LSCB within the [Threshold Framework](#) in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way

This document is integral to safeguarding children in Luton educational establishments and will always be used to underpin decision-making.

## 6. Expectations

All staff and regular visitors will:

- be familiar with this safeguarding policy and implement this consistently in the course of their work with children and young people
- be aware of the role and identity of the designated safeguarding leads and deputies for the service
- undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to
- be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.
- be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans
- be alert to signs and indicators of safeguarding concerns and possible abuse
- record concerns and pass the record to the Designated Safeguarding Lead Kerry Watson
- recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB
- deal with a disclosure of abuse from a child in line with the guidance in Appendix Two
- all staff will receive single agency foundation training at the point of induction. This will be regularly updated at a minimum of three-year intervals
- the designated safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations. This training will be regularly updated at a minimum of two-yearly intervals

- in addition to the above, all staff will receive annual safeguarding updates, which may include E-learning, circulation of information and guidance internally, staff meetings, inset training
- the subject / topics for training and updates will take into consideration LSCB priorities, local context and needs of pupils and identified training needs of staff

## **7. A Safer Service Culture**

- the culture of this service is one that is safe for children and unsafe for adults that may pose a risk to children
- there is a belief that safeguarding is the responsibility of all adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Head Teacher (if in a school) when concerns relate to an adult
- the service has a culture of listening to, and hearing the voice of the child

## **8. Safer Recruitment and Selection**

The service pays full regard to 'Keeping Children Safe in Education' (DfE 2022). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS), Childcare (Disqualification) Regulations (where applicable) and prohibition order checks. All recruitment materials will include reference to the service's commitment to safeguarding and promoting the wellbeing of children.

## **9. Our Role in the Prevention of Abuse**

In accordance with Working Together 2018, the service recognises the need to safeguard children from:

- neglect
- emotional abuse
- physical abuse
- sexual abuse

Appendix one contains more information about definitions and indicators

- in addition, the service is alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2022

- the safeguarding policy cannot be separated from the general ethos of the service, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice and are listened to

## **10. Safeguarding in specific circumstances: Children who are vulnerable to extremism**

### Luton Music Service

- seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements
- in accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism.
- Luton Music Service is clear that this exploitation and radicalisation should be viewed as a safeguarding concern
- values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions - however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued
- free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this service are the fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all women and men to live free from persecution of any kind. It is expected that views and opinions expressed would be commensurate with these

Definitions of radicalisation and extremism and indicators of vulnerability to radicalisation are in Appendix Four. A Prevent risk assessment can be found in Appendix 11

When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead.

If a child or young person is thought to be at risk of radicalisation advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form.

In all cases, in accordance with advice provided from the Early Help Hub the service will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.

If the service is concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child, protection referral will be made to the Multi Agency Safeguarding Hub.

## 11. Safeguarding Children in Specific Circumstances: Female Genital Mutilation / Forced Marriage / Modern Day Slavery

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It can be known as female circumcision or female genital cutting and is often carried out for cultural, religious and social reasons within families and communities

FGM is illegal in the UK and it's also illegal to take a British national or permanent resident abroad for FGM, or help someone trying to do this

Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** (along with social workers and healthcare professionals) **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. This is in addition to following the school's safeguarding reporting procedures. A Teacher means any person within the Education Act 2002 (section 141A(1)) employed or engaged to carry out teaching work at schools or other institutions

Those failing to report such cases will face disciplinary sanctions

If the service is concerned that a child / young person has experienced or is at risk of FGM a Child Protection referral will be made to the Multi Agency Safeguarding Hub in accordance with interagency procedures produced by the LSCB -all teachers will follow mandatory reporting duties

further information regarding FGM can be found in Appendix five

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they are bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor

The Anti-social Behavior, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry This includes:

- taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- breaching a Forced Marriage Protection Order

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking (the definition of which comes from the Palermo Protocol)

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country

### **Types of human trafficking**

There are several broad categories of exploitation linked to human trafficking, including:

- sexual exploitation
- forced labour
- domestic servitude
- organ harvesting
- child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- forced marriage and illegal adoption (if other constituent elements are present)

## **12. Safeguarding Children in Specific Circumstances: Child on Child Abuse**

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments.

All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of exploitation or abuse outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence

The service recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. Peer on peer abuse can take many different forms such as:

- cyber-bullying
- sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet by persons aged under 18 (referred to as youth Produced Sexual Imagery)
- sexual assault
- sexual violence or harassment
- upskirting

- sexually harmful or problematic behaviour
- gang initiation or hazing type violence
- harassing messages and misogynistic messages
- the non-consensual sharing of indecent images
- the sharing of abusive images and pornography, to those who do not want to receive such content

The service will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The service will respond to reports of sexual violence and sexual harassment on a case-by-case basis considering the Luton Thresholds Framework, whether a criminal offence may have been considered and whether a report to the Multi Agency Safeguarding Hub is necessary. The service will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

Up skirting is an illegal offence which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

Luton Music Service understands serious violence and what may signal that children are at risk from, or are involved in serious violent crime. Indicators may include increased absences, a change in friendships/relationships with older individuals or groups, a significant decline in performance, self-harm, significant change in wellbeing or signs of assaulted/unexplained injuries. Unexplained gifts or new possessions could indicate that children have been appropriated, or are involved with, individuals associated with criminal networks or gangs

Contextual safeguarding/extra familial risk as referenced in KCSIE (2022) highlights that 'assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process'.

Contextual safeguarding can also be known as 'risk outside the home' (Working Together, 2018).

Luton Music Service understand contextual safeguarding and will make a referral in the first instance if apparent

### **13. Safeguarding Children in Specific Circumstances: Sexualised behaviours**

Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Tools such as Brook Traffic Light Tool may be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care.

Luton Music Service follows Keeping Children Safe in Education Guidance (DfE, 2022) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child-centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children.

We will seek specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

All staff will reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

In all cases of child on child abuse, the service will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the Luton Effective Support Framework. Consideration will be given to violence in young people's relationships.

Where issues indicate that a criminal offence may have been committed, a report will be made to Bedfordshire Police.

#### **14. Safeguarding Children in Specific Circumstances: Gang related violence (Contextual/Extra Familial Risk)**

The service recognises the risks posed to children in relation to involvement in gang related activity, which may be street gang, peer group or organised crime. Young people who are involved in gangs are more like to suffer harm themselves, through retaliatory violence, displaced retaliation, territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices

The service understands that early help can be crucial in the early identification of children who may need additional support due to gang related activity and as such will provide an early help response when concerns are raised about indicators of gang activity

If information suggests a child may be at risk of significant harm due to gang related activity a referral will be made to the Multi Agency Safeguarding Hub within Children's Social Care

Where there are concerns that a child or young person may be, or is at risk of becoming, involved in gang related activity, a referral will be made to the MAG panel in accordance with local procedures as part of the safeguarding response

Luton Music Service understands the process of completing an information sharing form which highlights broader concerns contextually occurring outside of the child's home. See Appendix 7 for further information

#### **15. Safeguarding Children in Specific Circumstances: Youth Generated Sexualised Imagery**



The service recognises the impact of online social communication and the issue of sending or posting sexually suggestive images including nude or semi-nude photographs via mobiles or over the internet. The school pay due regard to the guidance issued by the UK Council for Child Internet Safety in relation to how to respond to incidents

In all cases where an incident of youth produced sexual imagery is reporting the following actions will be undertaken:

- the incident will be reported to the Designated Safeguarding Lead as soon as possible.
  - the designated safeguarding lead will hold an initial review discussion or meeting with appropriate service staff.
  - interviews will be held with the young people involved (if appropriate).
  - Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
  - at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- An immediate referral will be made to the Police and Social care in the following circumstances:
    - the incident involves an adult
    - there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
    - the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
    - the imagery involves sexual acts and any pupil in the imagery is under 13
    - there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

If none of the above applies the service may choose to deal with the incident without involving the police or social care. This will usually be the case where the Designated Safeguarding Lead is confident that they have enough information to assess the risks to the pupils involved and the risks can be managed within the service pastoral support and disciplinary framework.

All decisions and rationale for decision making will be recorded. All decisions will be based on the best interests of the child/ren

The service will pay due regard to the Department for Education guidance: [Searching, Screening and Confiscation advice](#)

Adults in the service will not view youth produced sexual imagery unless there is a good and clear reason to do so. Wherever possible the Designated Safeguarding Lead will respond to an incident based on what they have been told about the imagery.

All incidents will be recorded.

More information is available in Appendix Six

**16. Safeguarding Children in specific circumstances: Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of imbalance in power or coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be most obvious factor, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. This abuse can be perpetrated by individuals or groups, males or females and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement based methods of compliance and maybe accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (DfE, 2022).

Child sexual exploitation can occur through use of technology without the child’s immediate recognition, for example the persuasion to post sexual images on the internet/mobile phones with no immediate payment or gain. In all cases those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability. The service recognises that both boys and girls can be vulnerable to Child Sexual Exploitation and as such ensure staff are alert to signs and indicators

The service recognises that there are various ‘models’ of CSE which include but not limited to:

- gangs and groups
- boyfriend/girlfriend model
- child on child
- familial
- online
- abuse of authority

Where concerns are identified in relation to Child Sexual Exploitation the Luton Effective Support Framework will be consulted in order to ensure the child receives support at the earliest possible opportunity.

An Early Help multi-agency response may be initiated from the school as the lead professional by completing an Early Help Assessment, or completing a Family Partnership referral through the Multi Agency Safeguarding Hub (MASH).

If a child is thought to be at risk of significant harm through child sexual exploitation a referral will be made to Children's Social Care.

Advice will be sought to establish if a National Referral Mechanism is appropriate.

In all cases intelligence will be shared with Bedfordshire Police using the multi-agency information sharing form which will also be copied to the Multi Agency Safeguarding Hub (MASH).

## **17. Children in specific circumstances**

Further guidance in relation to safeguarding children in specific circumstances can be found on the Bedford Borough, Central Bedfordshire & Luton Safeguarding Children Boards Procedures website.

<https://bedfordscb.proceduresonline.com/contents.html>

## **18. Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is vital that staff are aware of how these experiences, can impact on children's mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken following their child protection policy including discussion with the Designated Safeguarding Lead or deputy.

The service will access a range of advice to help them identify children in need of extra mental health support. This includes working with external agencies as described in

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

## **19. Homelessness**

The Service recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The designated safeguarding lead (and any deputies) are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

The service recognises that whilst in most cases school and college staff will be considering homelessness in the context of children who live with their families, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require

a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

Staff are aware of the indicators that a family may be at risk of homelessness, to include: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Referrals and/or discussion with the Local Housing Authority will be progressed as appropriate but will not replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Local Authority has a legal duty to address concerns under the Homelessness Reduction Act 2017. The focus is early intervention and to encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

## **20. Domestic Abuse**

All staff are aware of The Domestic Abuse Act 2021 which introduced the first statutory definition of domestic abuse and recognises that children can be victims of domestic abuse; they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (as below). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Staff will continue to develop their understanding of domestic abuse, and how all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Staff are aware exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The service recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse.

Staff understand that anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Types of domestic abuse include: intimate partner violence, abuse by ex-partners, family members, teenage relationship abuse and adolescent to parent/carer violence. Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

## **21. Children with additional needs**

The service recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, children with disabilities or special educational needs, a child living with domestic abuse, parental/carer mental ill health or substance abuse, or a child who has returned home to their family from care.

We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities, medical or physical health conditions.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

## **22. Cybercrime**

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

Cyber-dependent crimes include; unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; Denial of Service (Dos or DDoS) attacks or 'booting'- attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; making, supplying or obtaining malware such as viruses, with the intent to commit further offences.

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

If there are concerns about a child in this area, the Designated Safeguarding Lead (or Deputy), should consider referring into the Cyber Choices programme.

Cyber Choices is a nationwide police programme supported by the Home Office and led by the

National Crime Agency which aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences.

**23. Children who are lesbian, gay, bi or trans (LGBT)**

Beech Hill Primary School recognise that whilst the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm, children who are LGBT can be targeted by other children.

A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

The service will endeavour to reduce barriers faced by children who are LGBT and will provide a safe space for them to speak out or share their concerns with members of staff.

**24. What we do when we are concerned about a child**

- All concerns will be viewed alongside Luton's Effective Support Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way.
- The service also places due regard to the guidance contained in 'What to do if you are worried a child is being abused', 2015.
- If, in consultation with the Effective Support document, the level of concern sits at Level 2 then support will be provided by the service or the school that the child attends, as the lead professional. The Luton directory can be used to identify appropriate agencies and wider support for families. If, in consultation with the Effective Support document, the concern sits at a Level 3, a referral will be made into the Family Partnership Service via the Multi Agency Safeguarding Hub. Additional support or advice for this work may be sought from the Family Partnership Service as a multi-agency response.
- In cases where it is not possible to obtain consent from the parent/carer, the service will seek advice from the Multi Agency Safeguarding Hub.
- The service will review each case to ensure that any support or intervention provided has impacted positively on the welfare/safety of the child or young person and that improvement is sustained.
- In the event that provision of Family Partnership has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up escalation procedures published by the local Multi Agency Safeguarding Arrangements (LSCB).
- In consultation with the Effective Support document, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub.
- The parent/carer will be informed of the referral unless informing the parent/carer may place the child/young person at increased risk of harm.
- In the event of a professional disagreement in relation to a specific concern, the service will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

**25. Involving parents / carers**

In general, safeguarding and child protection concerns will be discussed with parents / carers before approaching other agencies. Consent will be sought prior to making a referral. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about the safeguarding policy through the Music Mix website [www.thelutonmusicmix.com](http://www.thelutonmusicmix.com)

## 26. Responding to an allegation or concern about a member of staff

The service will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances

- this procedure should be used in any case in which it is alleged that a member of staff (including supply staff), visiting professional or volunteer 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; or
  - behaved in a way that indicates s/he may pose a risk of harm to children
  - behaved in a way that indicates they may not be suitable to work with children
- We will consult with the LADO when an allegation is made against a member of staff to agree how to progress this.
- Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.
- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people **immediately**.
- allegations or concerns about colleagues and visitors must be reported direct to the Music Service Manager unless the concern relates to the Music Service Manager. If the concern relates to the Music Service Manager, it must be reported immediately to the Senior Education Officer at Luton Borough Council. Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care who will liaise with the Senior Education Officer and decide on any action required.
- if the Music Service Manager is not available, the member of staff should report their concerns to the Operations Manager who make contact with the LADO and discuss the concerns
- contact into the LADO should happen at the earliest possible opportunity and within 1 working day.

## **The LADO in Luton can be contacted on 01582 548069.**

- the LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day
- the service will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2022) and the local procedures published by the LSCB.
- the service will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated. However all reasonable alternatives to manage the risk will be considered.
- due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated
- should the service dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made.
- if the member of staff is engaged in teaching work, the service will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made
- the service will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2022) with regard to record keeping, references and compromise or settlement agreements

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Music Service Manager following the Whistle Blowing Procedures of Luton Borough Council.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the service. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Please click [here](#) for information on the NSPCC website.

## **APPENDICES**



## Appendix One

### The Designated Safeguarding Lead will:

- Support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- Refer cases to the Police where a crime may have been committed.
- Inform Head Teacher of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Be aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – [PACE Code C 2019](#).
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- Liaise with the Designated Senior Manager for allegations to ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.
- Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision-making will be recorded in case files.
- Ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB's information sharing guidance.
- Ensure staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family.
- Ensure a written record will be made of what information has been shared with whom, and when.
- Ensure that child protection files are kept up to date.
- Ensure safeguarding and child protection records will be stored securely in a central place separate from academic records.
- Ensure individual files will be kept for each child: the school will not keep family files.

- ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record kept of who has had access to them and when.
- Ensure parents/carers are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff.
- Ensure general communications with parents/carers will be in line with any home school policies and give due regard to which adults have parental responsibility.

## Appendix Three

### Definitions and indicators of abuse

#### Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

Children may be abused by an adult or adults or by another child or children.

#### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (this is not designed to be used as a checklist):

- constant hunger
- stealing, scavenging and/or hoarding food
- frequent tiredness or listlessness
- frequently dirty or unkempt
- often poorly or inappropriately clad for the weather
- poor school attendance or often late for school

- poor concentration
- affection or attention-seeking behaviour
- illnesses or injuries that are left untreated
- failure to achieve developmental milestones, for example growth, weight
- failure to develop intellectually or socially
- responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- the child is regularly not collected or received from school
- the child is left at home alone or with inappropriate carer.

## **Physical abuse**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape
- bruises that carry an imprint, such as a hand or a belt
- bite marks
- round burn marks
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks
- an injury that is not consistent with the account given
- changing or different accounts of how an injury occurred
- bald patches
- symptoms of drug or alcohol intoxication or poisoning
- unaccountable covering of limbs, even in hot weather
- fear of going home or parents being contacted
- fear of medical help
- fear of changing for PE

- inexplicable fear of adults or over-compliance
- violence or aggression towards others including bullying; or
- isolation from peers.

## **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 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.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- sexually explicit play or behaviour or age-inappropriate knowledge
- anal or vaginal discharge, soreness or scratching
- reluctance to go home
- inability to concentrate, tiredness
- refusal to communicate
- thrush, persistent complaints of stomach disorders or pains
- eating disorders, for example anorexia nervosa and bulimia
- attention seeking behaviour, self-mutilation, substance abuse
- aggressive behaviour including sexual harassment or molestation
- unusual compliance
- regressive behaviour, enuresis, soiling
- frequent or open masturbation, touching others inappropriately
- depression, withdrawal, isolation from peer group
- reluctance to undress for PE or swimming; or
- bruises or scratches in the genital area.

## **Sexual exploitation**

Child sexual exploitation occurs when a child or young person, or another person, receives 'something' (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- entering and/or leaving vehicles driven by unknown adult
- possessing unexplained amounts of money, expensive clothes or other items
- frequenting areas known for risky activities
- being groomed or abused via the Internet and mobile technology; and
- having unexplained contact with hotels, taxi companies or fast food outlets.

The intelligence reporting form on the LSCB website will be used to share information with Bedfordshire Police and Children's Social Care that raises a concern around CSE.

## **Emotional abuse**

Emotional abuse is 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 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 participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly
- over-reaction to mistakes

- delayed physical, mental or emotional development
- sudden speech or sensory disorders
- inappropriate emotional responses, fantasies
- behaviours such as rocking, banging head, regression, tics and twitches
- self-harming, drug or solvent abuse
- fear of parents being contacted
- running away
- compulsive stealing
- appetite disorders - anorexia nervosa, bulimia; or
- soiling, smearing faeces, enuresis.

N.B: Some situations where children stop communication suddenly (known as “traumatic mutism”) can indicate maltreatment.

### **Responses from parents/carers**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- delay in seeking treatment that is obviously needed
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- reluctance to give information or failure to mention other known relevant injuries
- frequent presentation of minor injuries
- a persistently negative attitude towards the child
- unrealistic expectations or constant complaints about the child
- alcohol misuse or other drug/substance misuse
- parents request removal of the child from home; or
- violence between adults in the household.

## Disabled children

When working with children with disabilities, practitioners need to be aware those additional vulnerabilities to abuse and neglect such as:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

Possible indicators of abuse and/or neglect may also include:

- a bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child
- not getting enough help with feeding leading to malnourishment
- poor toileting
- lack of stimulation
- unjustified and/or excessive use of restraint
- rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries
- unwillingness to try to learn a child's means of communication
- ill-fitting equipment, for example callipers, sleep boards, inappropriate splinting
- misappropriation of a child's finances
- inappropriate invasive procedures.



## Appendix Four

### Dealing with a disclosure of abuse

#### When a child tells me about abuse s/he has suffered, what must I remember?

- stay calm
- do not communicate shock, anger or embarrassment
- reassure the child
- tell her/him you are pleased that s/he is speaking to you
- never enter into a pact of secrecy with the child
- assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this (state who this will be and why)
- tell her/him that you believe them
- children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- tell the child that it is not her/his fault
- encourage the child to talk but do not ask "leading questions" or press for information
- listen and remember
- check that you have understood correctly what the child is trying to tell you
- praise the child for telling you
- communicate that s/he has a right to be safe and protected
- do not tell the child that what s/he experienced is dirty, naughty or bad
- it is inappropriate to make any comments about the alleged offender
- be aware that the child may retract what s/he has told you. It is essential to record all you have heard
- at the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- as soon as you can afterwards, make a detailed record of the conversation using the child's own language – include any questions you may have asked
- Do not add any opinions or interpretations.

**NB.** It is not education staff's role to seek disclosures; their role is to observe that something may be wrong, ask about it, listen, be available and make time to talk.

The child may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

### **Immediately afterwards**

**You must not deal with this yourself.** Clear indications or a disclosure of abuse must be reported to Children's Social Care without delay, by the Designated Safeguarding Lead or a member of the Safeguarding Team.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher/Principal.

## Appendix Five

### **Allegations and concerns about a member of staff, governor or volunteer**

Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**

For example: the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or inappropriate physical handling.

- **Emotional**

For example: intimidation; belittling; scapegoating; sarcasm; lack of respect for children's rights; excessive and/or aggressive shouting; and attitudes that discriminate on the grounds of race, gender, disability or sexuality.

- **Sexual**

For example: sexualised behaviour towards peers; sexual harassment; sexual communication including via social networking, email, text; grooming behavior; and sexual assault and rape.

- **Neglect**

For example: failing to act to protect a child or children, failing to seek medical attention or failure to meet a child's basic needs.

- **Behaviours which may pose a risk**

Some behaviours which may take place outside of the workplace could present a transferable risk in an employee's professional role working with or in the vicinity of children. For example, alleged perpetrator of domestic abuse, offences demonstrating a sexual interest in children, abuse or neglect of their own children or behaviours that are incompatible with a professional role working with children.

If a child makes an allegation or raises a concern about a member of staff (including supply staff), governor, visitor or volunteer, the Head Teacher/Principal should be informed immediately. If the allegation or concern falls within the following criteria, the LADO will be contacted at the earliest possible opportunity and within 1 working day:

- 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 in a way that indicates s/he 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.

**The Head Teacher/Principal will not carry out the investigation himself or interview pupils.**

If a child makes an allegation of physical abuse against an adult that works with children and there are visible bruises, marks or injuries, or if a child makes an allegation of sexual abuse against an adult that works with children, child protection procedures will be followed and a referral made to Children's Social Care. The LADO will also be informed.

The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –

- If the actions of the member of staff are felt likely to fall within the scope of the Interagency Allegation Management Procedures (as stated in point 2), the Head Teacher/Principal will notify the Local Authority Designated Officer (01582 548069). The LADO will liaise with the Head Teacher and advise about actions to be taken which will be in accordance with the Interagency Allegation Management Procedures.
- If the Head Teacher is uncertain, whether the concern or allegation falls within the scope of the Interagency Allegation Management Procedures, a consultation with the LADO will take place and the advice provided will be acted upon. This consultation and the advice offered will be recorded and held on file.
- Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the section on Allegations against Staff and Volunteers in the procedures of the LSCB.

### **Concerns that do not meet the harm threshold**

Our Governing body have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold.

We recognise that concerns may arise in several ways and from a number of sources, for example:

- suspicion;
- complaint;
- disclosure made by a child, parent or other adult within or outside of the organisation;
- as a result of vetting checks undertaken.

Beech Hill Primary School understand that the term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out (as per KCSIE 2022, paragraph 422). We adhere to the policy in place via Luton Borough Council's Human Resources department (see in blue below).

A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

The service has appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

We understand that creating a culture in which **all** concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

As good practice our Governing body will:

- set out their low-level concerns policy within their staff code of conduct and safeguarding policies
  - ensure procedures are implemented effectively
  - ensure their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
  - empower staff to share any low-level safeguarding concerns with the Designated Safeguarding Lead (or a deputy)
  - address unprofessional behaviour and support the individual to correct it at an early stage
  - provide a responsive, sensitive and proportionate handling of such concerns when they are raised,
  - help identify any weakness in the school safeguarding system.
- 
- If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's low-level concerns policy.
  - Low-level concerns about a member of staff will be reported to the Designated Safeguarding Lead or Head Teacher.
  - Where a low-level concern is raised about the Designated Safeguarding Lead, it will be shared with the Head Teacher.
  - Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school or college, that concern will be shared with the Designated Safeguarding Lead (or deputy), and/or Head Teacher, and recorded in accordance with the school's low-level concern/staff code of conduct policy, and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.
  - All low-level concerns will be recorded in writing. The record will include:
    - details of the concern,
    - the context in which the concern arose,
    - action taken,
    - the name of the individual sharing their concerns will also be noted, however if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.
  - The Head Teacher will be the ultimate decision-maker in respect of all low-level concerns and may consult with the DSL to take a more collaborative decision-making approach.
  - Records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

- Where a pattern of such behaviour is identified, the service will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold, be referred to the LADO.
- Low-level concerns would not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it would be referred to in a reference.

## **Luton Borough Council Low-Level Concerns Policy**

### **1.0 Introduction**

- 1.1 *This policy outlines the school/trust's approach to managing concerns about adults which do not meet the allegation threshold nor are considered serious enough to make a referral to LADO.*
- 1.2 *For the purpose of this policy, the term 'employee' will refer to any adult associated with the school/trust, i.e. whether working for or with the school /trust, engaged as a paid employee, self-employed contractor, volunteer, agency staff, governor or trustee.*
- 1.3 *This policy should be read in conjunction with the school's Code of Conduct and Disciplinary Procedure.*

### **2.0 Purpose and aims**

- 2.1 *The purpose and aims of this policy are to:*
- *create and embed a culture of openness and transparency throughout the school/trust*
  - *ensure that people feel empowered to share any low-level safeguarding concerns or problematic or inappropriate behaviour so that it can be identified, reported, recorded and dealt with appropriately to minimise the risk of abuse*
  - *ensure that all employees are clear about professional boundaries and act within them at all times*
  - *address unprofessional behaviour and support employees to correct their behaviour at an early stage*
  - *provide a responsive, sensitive and proportionate way to handle such concerns when they are raised*
  - *identify any weakness in the school/trust's safeguarding procedures*

### **3.0 Definition – what is classed as a 'low level concern?'**

- 3.1 *The term 'low-level' concern does not mean that the concern is insignificant but means that the behaviour towards the child does not meet the 'harms threshold' as defined in [Keeping Children Safe in Education](#).*
- 3.2 *A low-level concern is any concern – no matter how small, and even if no more than a 'nagging doubt' – that an employee may have acted in a manner which:*
- *is not consistent with the school/trust's Code of Conduct; and/or*

- *Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that person's suitability to work with children.*

3.3 *Examples of such behaviour may include, but are not limited to:*

- *being over-friendly with children*
- *having favourites*
- *engaging with a child on a one to one basis in a secluded area or behind a closed door*
- *using 'nicknames' for children*

3.4 *Staff, themselves, do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO, or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern that determination should be made by the Headteacher.*

#### **4.0 Sharing and Recording Low-Level Concerns**

4.1 *Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. All concerns, no matter how small, must be reported.*

4.2 *Low-level concerns about a member of staff should be reported **immediately** to the Headteacher.*

4.3 *Where a low-level concern relates to the Headteacher, this should be reported to the Chair of Governors.*

4.4 *In the event of concerns about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the Headteacher, this should be reported directly to the local authority designated officer(s) (LADOs).*

4.5 *Where a low-level concern relates to supply staff or a contractor working within the school/trust, that concern should be shared with the Headteacher. This should be recorded in accordance with this policy. Their employer, for example the agency, should also be notified so that any potential patterns of inappropriate behaviour can be identified.*

4.6 *All low-level concerns should be recorded in writing. A template 'low-level concern reporting form' which can be found at appendix 1 of this policy.*

4.7 *A record of the concern should be kept in a central 'low level concerns file' (which can be an electronic or paper file). An example of a 'low level concerns file' can be found in the [Farrer guidance document](#). The record should be kept in a secure manner. The concern records will be kept in a chronological order as a running record. Each entry will have the time and date recorded, along with the name of the individual who has made the record and the outcome of the concern. Schools should ensure the records are stored securely and confidentially in line with the Data Protection Act 2018 and the UK GDPR. The records should be retained at least until the employee ceases employment.*

4.8 *Records should be reviewed periodically to ensure that all such concerns are being dealt with promptly and appropriately, and so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school/trust should seek advice from the Local Authority Designated Officer (LADO) as to whether the pattern of concerns meet the harms threshold and whether the matter should be dealt with under the schools disciplinary process. A record of reviews should be made. Consideration should also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.*

- 4.9 *If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO, the records relating to the low-level concern will be placed on the individual's personnel file.*
- 4.10 *If a low-level concern (or group of concerns) is re-classified as an allegation, all previous records of low-level concerns relating to the same individual should be moved from the central low-level concerns file to the individual's personnel file.*

## **5.0 Self-Reporting**

- 5.1 *Occasionally an individual might find themselves in a situation which could be misinterpreted, or might appear compromising to others. Equally, an individual may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. In these instances an individual may wish to self-report and this is encouraged. This can be positive for a number of reasons:*
- it enables a potentially difficult issue to be addressed at the earliest opportunity;*
  - it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived; and*
  - it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour*

## **6.0 Responding to low-level concerns**

- 6.1 *After being informed of the concern, the Headteacher will be required to collect as much evidence as possible by speaking to the person who raised the concern, the individual involved (unless advised not to do so by the LADO where they have been contacted) and, where appropriate, any witnesses.*
- 6.2 *The information collected will be reviewed to determine whether the behaviour:*
- is in fact consistent with the schools Code of Conduct and the law;*
  - constitutes a low-level concern or is serious enough to consider a referral to the LADO; or*
  - when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO*
- 6.3 *The Headteacher will categorise the type of behaviour and determine what further action is appropriate. This information needs to be recorded along with the rationale for their decision and the action taken.*
- 6.4 *Where necessary, the Headteacher will seek the advice of the LADO (maintaining the anonymity of the individual at this point where possible).*

## **7.0 Outcomes**

### **7.1 The behaviour is consistent with the school / trust's Code of Conduct**

*If the Headteacher determines that the behaviour is consistent with the schools Code of Conduct, then they should inform the individual to whom the concern relates what was shared about their behaviour so that they have an opportunity to respond. The individual in question will be informed that their behaviour is consistent with the schools Code of Conduct.*

- 7.2 *The Headteacher will also speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the Code of Conduct and the law. It is important that the person who shared the concern understands that whilst the employees behaviour is consistent with the Code of Conduct, they were right to raise the concern.*



### **7.3 The current concern is a low-level concern**

*If the Headteacher determines that the concern is a low-level concern, the individual in question will be informed of what information was shared about their behaviour so that they have an opportunity to respond.*

*7.4 The Headteacher will determine the most suitable response and may wish to seek HR advice. The response may include:*

- a constructive conversation with the individual about their behaviour and why it was deemed to be a concerning, problematic or inappropriate, what change is required in their behaviour, and what, if any, support may be provided*
- training and/or guidance*
- mentoring from an appropriate individual, e.g. a line manager*
- any support as identified by the individual themselves*

### **7.5 The concern is serious enough to warrant a referral to the LADO**

*If the Headteacher determines that the concern is sufficiently serious, or when considered with any other low-level concerns that have been shared about the same individual, the concern should be reclassified as an allegation. The Headteacher must make a referral to the LADO*

*7.6 In the event that the concern is referred to the LADO or reclassified as an allegation, the school/trust procedure for dealing with allegations of abuse against teachers and other staff will be followed and upon LADO advice, disciplinary action may be instigated.*

## **8.0 References**

*8.1 Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated after an investigation, it should be referred to in a reference. Further information can be found in the school/trust Reference Policy.*

## **Low Level Concern Report Form**

*Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:*

- is not consistent with the Code of Conduct, and/or*
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.*

*You should provide a concise record – including brief context in which the low-level concern arose, and details which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s) (and please use a separate sheet if necessary). The record should be signed, timed and dated.*

***This form should be completed and given to the Headteacher as soon as possible.***

<b><i>Details of Child</i></b>
<i>Child’s Name:</i>
<i>Child’s Class:</i>
<b><i>Details of person reporting concern</i></b>
<i>Name:</i>
<i>Job Title:</i>
<b><i>Details of person whom the concern relates to</i></b>
<i>Name:</i>
<i>Job Title:</i>
<b><i>Details of concern</i></b>
<i>What happened (What was said, observed, reported. Please include as much detail as possible)</i>
<i>Date of concern:</i>
<i>Location of concern:</i>
<i>How did you become aware of the concern:</i>

<i>Names of others present if applicable:</i>	
<i>Action taken: (What did you do following the incident/disclosure/concern?)</i>	
<i>Any other relevant information</i>	
<i>Signed:</i>	<i>Date and time:</i>

**Checklist for completing low level concern form:**

- *Concern described in sufficient detail?*
- *Distinguished between fact, opinion and hearsay?*
- *Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)*
- *Free from discrimination/stereotyping or assumptions?*
- *Concern recorded and passed to Headteacher in a timely manner?*

**For completion by the Headteacher:**

<i>Headteacher Response:</i>
<i>Date and time reported to Headteacher:</i>
<i>LADO Contacted: Yes / No</i>
<i>Action Taken:</i>
<i>Rationale for decision making / action taken:</i>
<i>Outcome of Action taken:</i>

<i>Signed:</i>	<i>Date and time:</i>

## Appendix Six

### Indicators of vulnerability to radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

***‘Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.’***

3. Extremism is defined by the Crown Prosecution Service as:

‘The demonstration of unacceptable behaviour by using any means or medium to express views which:

- encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- seek to provoke others to terrorist acts
- encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- foster hatred which might lead to inter-community violence in the UK.’

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Children may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- identity crisis – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society
- personal crisis – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- personal circumstances – migration; local community tensions; and events affecting the child’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- unmet aspirations – the child may have perceptions of injustice; a feeling of failure; rejection of civic life
- experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration

- special educational need – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element
- possessing or accessing violent extremist literature
- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations
- significant changes to appearance and/or behaviour
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## Appendix Seven

### Safeguarding in Specific Circumstances: Female Genital Mutilation

Female genital mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed, but where there's no medical reason for this to be done.

It's also known as "female circumcision" or "cutting", and by other terms such as sunna, gudniin, halalays, tahur, megrez and khitan, among others.

FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal in the UK and is child abuse.

It's very painful and can seriously harm the health of women and girls. It can also cause long-term problems with sexual intercourse, childbirth and mental health.

#### Effects of FGM

There are no health benefits to FGM, and it can cause serious harm, including:

- constant pain
- pain and/or difficulty having sex
- repeated infections, which can lead to infertility
- bleeding, cysts and abscesses
- problems passing urine or incontinence
- depression, flashbacks and self-harm
- problems during labour and childbirth, which can be life-threatening for mother and baby.

Some girls die from blood loss or infection as a direct result of the procedure.

#### Why FGM is carried out

FGM is carried out for various cultural, religious and social reasons within families and communities in the mistaken belief that it will benefit the girl in some way (for example, as a preparation for marriage or to preserve her virginity).

However, there are no acceptable reasons that justify FGM. It's a harmful practice that isn't required by any religion and there are no religious texts that say it should be done. There are no health benefits of FGM.

FGM usually happens to girls whose mothers, grandmothers or extended female family members have had FGM themselves or if their father comes from a community where it's carried out.

#### Where FGM is carried out

Girls are sometimes taken abroad for FGM, but they may not be aware that this is the reason for their travel. Girls are more at risk of FGM being carried out during the summer holidays, as this allows more time for them to "heal" before they return to school.

Communities that perform FGM are found in many parts of Africa, the Middle East and Asia. Girls who were born in the UK or are resident here but whose families originate from an FGM-practising community are at greater risk of FGM happening to them.

Communities at particular risk of FGM in the UK originate from:

Egypt	Yemen	Eritrea	Sudan	Oman
Ethiopia	Somalia	Gambia	Sierra Leone	Mali
Guinea	Nigeria	Indonesia	Saudi Arabia	Ivory Coast
Malaysia	Kenya	Iraqi Kurdistan	Liberia	

### **The law and FGM**

FGM is illegal in the UK. It is a criminal offence to:

- perform FGM (including taking a child abroad for FGM)
- help a girl perform FGM on herself in or outside the UK
- help anyone perform FGM in the UK
- help anyone perform FGM outside the UK on a UK national or resident
- fail to protect a girl for whom you are responsible from FGM.

Anyone who performs FGM can face up to 14 years in prison. Anyone found guilty of failing to protect a girl from FGM can face up to seven years in prison.

**The Female Genital Mutilation Act 2003 (section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers (along with social workers and healthcare professionals) to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.**

### **Possible signs and indicators of FGM**

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help but may not be explicit about the problem due to embarrassment or fear.

Below are some warning signs that MAY indicate a girl is at risk of FGM:

- parents requesting additional periods of leave around school holiday times
- if the girl comes from a country with a high prevalence of FGM
- mother and siblings have undergone FGM
- child may indicate that they are going for a special event (in the UK or abroad).

Further information can be obtained from:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Guidance on Pan Bedfordshire FGM pathways, and FGM screening tool can be found at:

[Click here to view Appendix 1: Pan Bedfordshire FGM Pathways.](#)



## Appendix Eight

### Safeguarding in specific circumstances: Youth-produced sexual imagery

*Definition: under 18's sending or posting sexually suggestive images, including nude or semi-nude photographs via mobile devices or the internet.*

#### Incidents covered by this policy:

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

#### Incidents not covered by this guidance:

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

## The Law

*Making, possessing, and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.*

Indecent is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- indecent images may also include overtly sexual images of young people in their underwear.

These laws were not created to criminalise young people but to protect them. Although sharing sexual images of themselves is illegal and risky, it is often the result of curiosity and exploration. We believe young people need education, support, and safeguarding, not criminalisation.

The National Police Chiefs' Council has made clear that incidents of youth-produced sexual imagery should be treated primarily as a safeguarding issue. However, the police may need to be involved in cases to ensure thorough investigation including collection of evidence. If a young

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

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

### **Assessing the risks**

The circumstances of incidents can vary widely. If at the initial review stage, a decision has been made not to refer to police and/or Children's Social Care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks, the following should be considered:

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery?
- Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of the imagery?
- What is the impact on the young people involved?
- Do the young people involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

### **Informing parents/carers**

Parents/carers should be informed and involved in the process at an early stage unless informing will put the young person at risk of harm. Any decision not to inform the parents/carers would generally be made in conjunction with other services such as Children's Social Care and/or the police, who would take the lead in deciding when the parents/carers should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases, DSLs may work to support the young people to inform their parents/carers themselves.

### **Searching devices, viewing and deleting imagery**

## Viewing the imagery

**Adults should not view youth produced sexual imagery unless there is good and clear reason to do so.** Wherever possible, responses to incidents should be based on what DSLs have been told about the content of the imagery.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent/carer in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery, then the DSL should:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the Head Teacher
- ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Head Teacher
- ensure viewing takes place with another member of staff present in the room, ideally the Head Teacher or a member of the senior leadership team (this staff member does not need to view the images)
- wherever possible, ensure viewing takes place on school or college premises, ideally in the Head Teacher or a member of the senior leadership team's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions and ensure the safeguarding recording procedures for the school are followed.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Head Teacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

Further details on searching, deleting and confiscating devices can be found in the [DfE Searching, Screening and Confiscation advice](#) (note this advice is for schools only)

## Appendix Nine

### Safeguarding in Specific Circumstances: Gang involvement

There are particular risk factors and triggers that young people experience in their lives that can lead to them becoming involved in gangs. Many of these risk factors are similar to involvement in other harmful activities such as youth offending or violent extremism.

Risk indicators may include:

- becoming withdrawn from family
- sudden loss of interest in school - decline in attendance or academic achievement
- starting to use new or unknown slang words
- holding unexplained money or possessions
- staying out unusually late without reason
- sudden change in appearance - dressing in a particular style or 'uniform'
- dropping out of positive activities
- new nickname
- unexplained physical injuries
- graffiti style tags on possessions, school books, walls
- constantly talking about another young person who seems to have a lot of influence over them
- broken off with old friends and hanging around with a new group
- increased use of social networking sites
- starting to adopt codes of group behaviour e.g. ways of talking and hand signs
- expressing aggressive or intimidating views towards other groups of young people some of whom may have been friends in the past
- being scared when entering certain areas
- being concerned by the presence of unknown youths in their neighbourhood

This is not an exhaustive list and should be used as a guide.

## Appendix Ten

### Safeguarding in Specific circumstances: Child Sexual Exploitation

Child sexual exploitation takes different forms - from a seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. Child sexual exploitation involves differing degrees of abusive activities, including coercion, intimidation or enticement, unwanted pressure from peers to have sex, sexual bullying (including cyber bullying), and grooming for sexual activity. There is increasing concern about the role of technology in sexual abuse, including social networking, internet sites and mobile phones.

The key issue in relation to child sexual exploitation is the imbalance of power within the 'relationship'. The perpetrator always has power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Many children and young people are groomed into sexually exploitative relationships, but other forms of entry exist. Some young people are engaged in informal economies that incorporate the exchange of sex for rewards such as drugs, alcohol, money or gifts. Others exchange sex for accommodation or money as a result of homelessness and experiences of poverty. Some young people have been bullied and threatened into sexual activities by peers or gangs which is then used against them as a form of extortion and to keep them compliant.

The key indicators of child sexual exploitation include:

#### Health-

- physical symptoms (bruising suggestive of either physical or sexual assault)
- chronic fatigue
- recurring or multiple sexually transmitted infections
- pregnancy and/or seeking an abortion
- evidence of drug, alcohol or other substance misuse
- sexually risky behaviour

#### Education-

- truancy/disengagement with education or considerable change in performance at school.

#### Emotional and Behavioural Issues-

- volatile behaviour exhibiting an extreme array of mood swings or use of abusive language

- involvement in petty crime such as shoplifting, stealing etc.
- secretive behaviour
- entering or leaving vehicles driven by unknown adults
- reports of being seen in places known to be used for sexual exploitation, including public toilets known for 'cottaging' or adult venues (pubs and clubs)

#### Identity-

- low self-image
- low self-esteem
- self-harming behaviour, e.g. cutting, overdosing
- eating disorders
- promiscuity

#### Relationships-

- hostility in relationships with staff, family members as appropriate and significant others
- physical aggression
- placement breakdown
- reports from reliable sources (e.g. family, friends or other professionals) suggesting the likelihood of involvement in sexual exploitation
- detachment from age-appropriate activities
- associating with other young people who are known to be sexually exploited
- known to be sexually active
- sexual relationship with a significantly older person, or younger person who is suspected of being abusive
- unexplained relationships with older adults
- possible inappropriate use of the Internet and forming relationships, particularly with adults, via the Internet
- phone calls, text messages or letters from unknown adults
- adults or older youths loitering outside the home
- persistently missing, staying out overnight or returning late with no plausible explanation
- returning after having been missing, looking well cared for in spite of having no known home base
- missing for long periods, with no known home base
- going missing and being found in areas where they have no known links

Please note: Whilst the focus is often on older men as perpetrators, younger men and women may also be involved and staff should be aware of this possibility.

#### Social Presentation-

- change in appearance
- going out dressed in clothing unusual for them (inappropriate for age, borrowing clothing from older young people)

#### Family and Environmental Factors-

- history of physical, sexual, and/or emotional abuse; neglect; domestic violence; parental difficulties

#### Housing -

- pattern of previous street homelessness;
- having keys to premises other than those known about

#### Income-

- possession of large amounts of money with no plausible explanation
- acquisition of expensive clothes, mobile phones or other possessions without plausible explanation
- accounts of social activities with no plausible explanation of the source of necessary funding

This list is not exhaustive.

## Appendix Eleven

### Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

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

This HM Government advice is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces risk of harm to children and young people and promotes their well-being.

This guidance does not deal with arrangements for bulk or pre-agreed sharing of personal information between IT systems or organisations other than to explain their role in effective information governance.

The Data Protection Act 2018 and General Data Protection Regulations (GDPR) **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.'

Further guidance can be found at:

[Pan Bedfordshire Practitioner's Guide to Information Sharing to Safeguard Children & Young People](#)

[Information Sharing & Consent Summary Myth](#)

[Busing: Information Sharing](#)



**Model Setting Concern Process**

This is currently being updated by the Children's Safeguarding Board, we will send as soon as it becomes available to update your policy.

**Appendix Thirteen - Prevent in Education Risk Assessment and Practice Action Plan (April 22)**

	YES	NO	Existing Controls	Further Action	Staff responsible	Due Date
<b>Does your Safeguarding Policy make explicit that the school sees protection from radicalisation and extremist narratives as a safeguarding issue?</b>						
<b>Is the lead contact for Prevent responsibilities clearly identified in the policy?</b>						
Designated Safeguarding Lead / Prevent Single Point of Contact SPOC						
Governor Safeguarding Lead						
Does SG policy make explicit how PREVENT concerns should be reported within school?						
Fundamental British Values are considered in curriculum planning						
<b>Thinking about an incident of radicalisation and/or extremism - Has the setting considered specific potential areas of risk such as;</b>						
Processes in place to manage Subject Access Requests/Freedom of Information Requests should they be made?						
The process in place for the management of information should						

there be media interest or if information requested into the community?						
How will information be shared and with whom?						
<b>Does the school have clear guidance for visiting speakers?</b>						
Checks for external speakers to the school;						
Has the identity of the speaker been confirmed, and due diligence carried out? (Might consider checks on the internet to confirm the status of speaker and/or the organisation to include website, YouTube or social media sites.)						
Checks for premises use by externals?						
<b>Have ALL staff received appropriated training on PREVENT?</b>						
Does this include support staff?						
Are there provisions for new staff induction?						
Have Governors received a PREVENT briefing?						

Do all staff know what to do if they have a PREVENT concern and to whom to report it?						
<b>Does the E-Safety Policy refer to the requirements of the Prevent guidance?</b>						
Appropriate filtering is in place to ensure that staff and children are unable to access unauthorised or extremist websites online through school systems.						
<b>Protocols are in place to manage the layout, access and use of any space provided for the purposes of prayer, contemplation and faith facilities</b>						
<b>Clear guidance on governing the display of materials internally at the school</b>						

## Appendix Fourteen

### Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children.

Operation Encompass connects the police with schools to enable that the appropriate support is in place for children who are subject to/witness incidents of domestic abuse. The school environment enabling rapid provision allows for appropriate safeguarding to be put in place against the short, medium and long-term effects of domestic abuse. Following an incident, children may arrive at school distressed, anxious or upset and Operation Encompass ensures that appropriate staff are aware early enough in order to support children in making them feel safe.

Please click [here](#) for more information.

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

## Appendix Fifteen

### Searching procedures

Schools will have due regard to [Searching, Screening and Confiscation guidance](#) as published by the DfE. The school may wish to explore a standalone policy around searching to safeguard young people and practice. A model policy is currently being put together but Luton's SiE team and this will be distributed in September 2022 for schools to adopt.

## Appendix Fifteen

### Guidance for carrying out an online search for shortlisted candidates

The statutory guidance, Keeping Children Safe in Education 2022, introduced a new paragraph relating to pre-employment screening. It states:

“In addition, as part of the shortlisting process schools and colleges **should consider** carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview”.

The following guidance sets out the factors and actions schools should consider in undertaking such searches.

#### 1. Key considerations:

- ‘should’ in statutory guidance, as used in the above quoted paragraph, means that you should do it unless you have a good reason not to; if you have a good reason not to, it is wise to have a written rationale for this
- ‘should consider’ is not the same as ‘should undertake’ – in other words, you could consider doing online checks and decide they are not appropriate. However, it is difficult to think of many (if any) circumstances in which you might decide not to undertake the checks
- ‘online search’ is not the same as a search of candidates’ social media activity
- schools must only seek information which is publicly available online
- schools should only look for information related to the key purpose of the search i.e. to identify issues which may indicate that the person may be unsuitable to work with children (or to verify employment history in the case of business social media sites)

#### 2. Who does the check apply to:

- Shortlisted candidates, including employees, governors and trustees

#### 3. Recorded information

Information recorded from an online search may be subject to data protection legislation and would need to be disclosed under a Subject Access Request. It is therefore essential that the information recorded is fair, factual and does not introduce personal bias or opinion.

#### 4. The process

##### a) **Ensure you are transparent with applicants**

The Safer Recruitment and Selection Policy, Applicant Privacy Notice, application form and template letter have been updated to ensure that applicants are aware that on-line searches will be carried out.

## **b) Separate functions to avoid discrimination**

Best practice is to ask an appropriate and competent person who is not part of the selection panel to undertake the online searches in order to avoid the selection panel seeing irrelevant information which might influence them consciously or unconsciously.

A potential risk in undertaking online searches is discrimination. A recruiter who views an individual's online presence may see or assume information about their age, gender, race, religious or political views, sexual orientation or family circumstances, which are all irrelevant to the selection process. This may lead to unconscious bias i.e. making a judgement about the applicant, even unintentionally. This could risk an unsuccessful applicant claiming the decision amounted to discrimination – suggesting that the real reason they did not get the role is because they are from a particular ethnic group, age group etc.

The individual conducting the online search should be provided with a clear and focussed remit so that they are only identifying issues related to the stated purpose of the search (see Appendix 9A).

As the employer, the school will remain responsible for how the information received via the search is used and liable for any decisions made on the basis of the information. If you decide to use a third- party provider you must make this clear in your Applicant Privacy Notice.

## **c) Conducting the on-line search**

Only information which is publicly available should be viewed. A simple search engine search is sufficient to identify any information which is readily available. All reasonable efforts should be made to ensure that the correct individual is identified. Schools should not ask the applicant or others who may know them for access to, or information about, their private online presence or accounts. We do not recommend asking applicants to provide their social media account addresses or details.

Candidates should not be treated differently in relation to whether or not they have any public online presence.

## **d) Explore any concerns arising with the applicant**

Where areas of concern arise, the panel should discuss these with the applicant at interview, providing the opportunity for them to offer context and explanation. This also provides a double check that the information found does relate to the individual concerned.

If information has been discovered, this should be compared with the candidate's application form, employment history and criminal / suitability self-disclosure and then discussed with the applicant at interview – the questions asked and responses provided by the applicant should be recorded on the interview notes. Criminal information found via a search engine is still covered by the [filtering rules](#) – if the conviction / caution would be filtered, it should not be discussed with the candidate and cannot be taken into account. To check what convictions/cautions apply please refer to [DBS filtering guide](#).

If the information relates to a serious incident or demonstrates that the candidate has been dishonest in their application / self-disclosure, seek advice from the LADO and Luton HR Traded Services team before discussing with the candidate at interview.



The panel will need to make a judgement on the basis of what they have seen and heard – similarly to how they would assess a positive DBS e.g. considering relevance, seriousness, timeline (i.e. recent matters or historic), explanation - ultimately whether they genuinely believe the matters indicate unsuitability to work with children. The panel should document their decisions.

**e) Destroy information**

Once the employment decision has been made, any documents (e.g. screen shots) gathered as part of the on-line search should be destroyed. Only the decision should be recorded as part of the interview notes and the information should not be recorded on the school's Single Central Record.

## Appendix 16A

### STRICTLY CONFIDENTIAL

Scope for online searches on shortlisted candidates

Candidate Name	
Post applied for	
Search conducted by	
Is this person independent to the shortlisting panel?	YES / NO
Date of search	

**DO NOT RECORD ANY INFORMATION RELATED TO INDIVIDUAL CHARACTERISTICS SUCH AS AGE, RACE, RELIGION, POLITICAL VIEWS, OR FAMILY CIRCUMSTANCES.**

Which search engine(s) was used to carry out the search e.g. Google	
Are there hits from a search on the employee's name?	YES / NO
From the information available from the search is there any information which raises potential concerns about their suitability to work with children, for example: <ul style="list-style-type: none"><li>• evidence of inappropriate or offensive behaviour (e.g. discrimination, derogatory language)</li><li>• drug or alcohol misuse</li><li>• indecent or offensive images/videos</li><li>• other similar matters</li></ul> Provide details, evidence and timescale if possible (e.g. recent or historic).	
What is the source of this information? (e.g. news article, document, website, social media etc.)	

What checks have you done to verify that your search has identified the applicant correctly (e.g. full name match, current employer match, DOB match)? (Indicate if there is uncertainty)	
If information is available – does their work history match the information the applicant provided? Detail any discrepancies or concerns	

**This information is to be passed only to the selection panel after shortlisting.**

