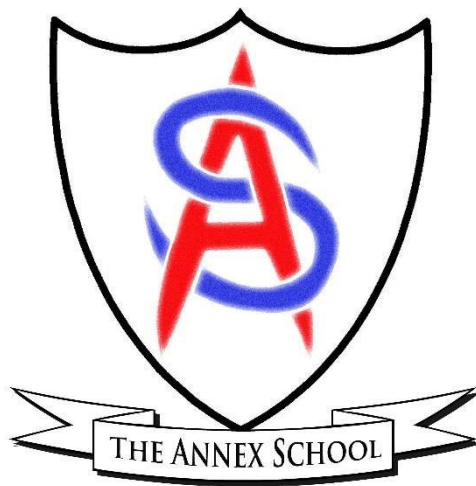# The Annex School Child Protection and Safeguarding Policy

Introduction

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

This policy works alongside these other specific policies to cover all aspects of child protection:

- [Part 1 of 'Keeping Children Safe in Education' (September 2024)](#)
- J&R Care Ltd policies and Procedures @ www.jandrcareltd.co.uk/policies

Legal framework and definition of safeguarding

- Education Act 2002
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children and Social Work Act 2017
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism and the updated guidance Dec 2023.
- Special Educational Needs and Disability (SEND) Code of Practice
- Working together to Safeguard Children 2023
- Keeping Children Safe in Education (September 2024)
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our directors and headteacher

should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

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

Principles

Our core safeguarding principles are:

- It is the school's responsibility to take all reasonable steps to safeguard and protect the rights, health and well-being of all children who are in our care.
- Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier review date.
- The school will ensure that the welfare of children is given paramount consideration when developing and delivering all activities.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance.
- All children and staff involved in child protection issues will receive appropriate support from the Headteacher of the setting who will follow this policy guidance in doing so.

Aims

- To provide all staff with the necessary information to enable us to meet our statutory responsibilities to promote and safeguard the wellbeing of children.
- To ensure consistent good practice across the setting.
- To demonstrate the setting's commitment to safeguarding children.

Roles and responsibilities

The Designated Safeguarding Lead (DSL) is **Sajid Mahmood- Safeguarding Director**

The Deputy Designated Safeguarding Lead (DDSL) is **Antonio Palmer**

We will ensure that the Designated Members of Staff:

- are appropriately trained act as sources of support and expertise to the school
- keep written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refer cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure
- develop effective links with relevant statutory and voluntary agencies.
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the safeguarding policy is updated annually
- keep a record of staff attendance at child protection training and makes this policy available to parents/ social workers.

Good practice guidelines

To meet and maintain our responsibilities towards children, all school staff agrees to the following standards of good practice:

- read and understand part 1 and annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually
- sign a declaration at the beginning of each academic year to say that they have reviewed the guidance
- to treat all children with respect
- to set a good example of conducting ourselves appropriately
- to ensure the staff are positive role models to children and other members of the team and never engage in rough, physical or sexually provocative games
- to involve children in decision-making which affects them (taking age and development of children into account)

- to encourage positive and safe behaviour among children
- to be a good listener
- to be alert to changes in a child's behaviour
- to recognise that challenging behaviour may be an indicator of abuse
- to read and understand all the school's safeguarding and guidance documents on wider safeguarding issues, for example physical contact and information sharing
- to ask the child's permission before doing anything for him/her (taking age and development of the child into account) which is of a physical nature, such as administering first aid
- to maintain appropriate standards of conversation and interaction with and between children and avoid the use of sexualised and derogatory language
- to be aware that the personal and family circumstances and lifestyle of some children lead to an increased risk of neglect and or abuse
- to raise awareness of child protection issues and equip children with the skills to keep themselves safe
- to provide any form of manual or physical support required, as a last resort and to do so openly and appropriately, and to always consult the children and gain their agreement (taking age and development of children into account)
- to establish a safe environment in which children can learn and develop, particularly in their confidence and self-esteem and to provide opportunities for achievement.

Monitoring Children's Attendance

As part of our new requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern. Working together with the home will ensure that any constant absence from school can be addressed (see the attendance policy).

Safer Caring

All members of staff are aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring.

- We ensure that our school has an open environment where the children feel safe to share information about anything that is upsetting them
- Our school has a strong and positive PSHE curriculum
- Staff do not have to deal with Child Protection issues by themselves. If procedures are followed, then support is available to manage these difficult and potentially upsetting situations
- It may be necessary or appropriate, particularly with younger children to hold hands or give cuddles but such contact should be kept to a minimum and should only be initiated by the child

- All members of staff are mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding

  As a school we recognise that there is sometimes the need to work in a one-to-one situation with a child. Staff should make sure another adult knows where they are and what they are doing

Looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

- The DSL has details of children's social workers and relevant virtual school heads

The Headteacher, is the schools designated teacher, and is responsible for promoting the educational achievement of looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with staff as the DSL to ensure that any safeguarding concerns regarding looked-after children are quickly and effectively responded to

- Work with virtual school heads to promote the educational achievement of lookedafter and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

E-Safety, Staff and Parents/Carers Mobile Technologies

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems - SENSO) in place to ensure the online safety of students, staff and volunteers
- Protect and educate the students in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

We recognise that mobile technology is rapidly advancing and it is our school's policy to review its stance on such technology on a regular basis. Currently our policy is:

- Staff are not permitted to use their personal mobile phones in school and any use should be restricted to times when the children are not present. Staff are required to keep their phones switched off and in their bags while on duty. Mobile phones may be used in the office where children are not present. The only exception to this is in the case of an emergency during a school outing.

  Staff do not use their mobile phones to take images of children, for example on a school outing. The school has devices available for this. Personal mobile phones should not be visible while staff are teaching and moving around the indoor and outdoor areas.

- Staff are not permitted to use technology such as Smart Watches or other wearable devices to send pictures, videos, texts and messages.

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly
- Ensure staff undertake relevant training, as part of their induction and continued CPD, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering

and monitoring. All staff members will receive refresher training as required and at least once each academic year

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras,
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones

Use of Digital Images and Video

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images so we must ensure that we have safeguards in place. To protect children we will:

- Comply with the Data Protection Act 2018, written consent is obtained from the parents/carers to take and use images of children
- obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the child's first name with an image
- ensure that children are appropriately dressed
- ensure the school's designated cameras and/or iPads are only used in the setting
- images taken on the school's cameras and/or iPads will not be emailed as they may not be secure
- parents, carers, volunteers and support staff are not permitted to take photographs of the children in the setting. The occasions during the year when parents/carers are permitted to take photographs are end of term school Sports Day
- ensure all school cameras and iPads used are open to scrutiny

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

The Annex School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The Annex School will treat any use of AI to access harmful content or bully students in line with this policy and our anti-bullying/behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure (using the appropriate form om ClearCare), supported by the DSL. This record should include:

- Child's name
- Date of birth
- Date and time of the observation or the disclosure

- Exact words spoken by the child
- Using body map exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern that was reported, with date and time

These records should be signed by the person reporting this and the DSL, dated and kept in a confidential file.

If a child starts to talk to an adult about potential maltreatment, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and a disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

Guidelines for Designated Safeguarding Leads

- If an incident is reported to the DSL they should decide how to proceed.
- Whether to make a child protection referral to MASH because a child is suffering or is likely to suffer significant harm and whether this needs to be undertaken immediately.

OR:

- Not to make a referral at this stage but to continue to monitor and log the situation.

All information and actions taken, including the reasons for any decisions made, should be fully documented. All referrals should be accompanied by a referral form.

Social care is always available to offer advice to designated safeguarding staff if action needed is unclear.

If at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. All referrals are made to Kent Multi Agency Safeguarding Hub (MASH). Anyone can make a referral.

If the child's situation does not appear to be improving, the person with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any child may benefit from early help but in particular staff will be alert to the potential need for early help for a child who:

- has specific additional needs
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care
- Is at risk of modern slavery, trafficking or exploitation

- Is at risk of being radicalised or exploited
- Is misusing drugs and/or alcohol themselves

Students with SEND

The setting recognises that students with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of children.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the child's disability without further exploration; however it should never be assumed that a child's indicators relate only to their disability
- Students with SEND can be disproportionally impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for children with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a child with SEND, the DSL will liaise with the school's SENCO as well as the Manager of the home to ensure that the child's needs is effectively met.

Allegations against adults working or volunteering with children

If an allegation is made against a member of staff, student or volunteer we will follow the procedures below:

- The allegation should be reported immediately to the Headteacher. Should the allegation be made against the Headteacher, the matter should be reported immediately to a The Safeguarding Director, Jane Parish.
- The Local Authority Designated Officer (LADO) will be informed immediately for advice and guidance
- The Local Authority Designated Officer (LADO) and Ofsted will then be informed immediately in order for this to be investigated by the appropriate bodies promptly
- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the LADO directly
- A full investigation will be carried out by the appropriate professionals (LADO) to determine how this will be handled
- The setting will follow all instructions from the LADO and ask all members of staff to do the same and co-operate when required.

Safeguarding Partners

From September 2019 Safeguarding Partners replaced all LSBC's (Local Safeguarding

Children's Boards) in England. The three partners are the local authority, clinical commissioning group and the chief officer of police who have a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children in a local area.

Confidentiality

All staff understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff should only discuss concerns with the designated persons or Headteacher. That person will then decide who else needs to have the information and they will disseminate it on a "need-to-know" basis.

Information Sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The Annex school is guided by the Seven Golden Rules to Sharing Information as outlined in the DfE publication, Information Sharing Advice for Practitioners Providing Safeguarding Information 2018. This information states that information shared should be "necessary, proportionate, relevant, accurate, adequate, timely and secure."

The Annex School recognises that the Data Protection Act 2018 and GDPR (General Data Protection Regulation) are not a barrier for sharing information for safeguarding purposes.

Staff Training

- All staff receive approved external training every three years.
- The DSL and deputy DSL undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.
- The Designated Professionals deliver training at least annually to all staff in the setting.
- All staff members receive safeguarding and child protection updates as required. These updates usually take place at staff meetings.
- All new staff and temporary staff are required to attend an induction session with the Designated Safeguarding Lead within their first week at the school.
- Volunteers/students are familiarised with this Child Protection Policy.

Record keeping

Well-kept records are essential to good Safeguarding Practice. Our school is clear about the need to record any concerns held about a child or children within our setting, the status of such records and when those records should be passed over to other agencies.

Any records regarding safeguarding and child protection are kept securely in the Designated Safeguarding Lead's office.

Recruitment

The Annex School is committed to the process of creating a culture of safer recruitment and as part of that, adopt recruitment procedures that help deter, reject or identify people who may abuse children. The school will require all adults employed on the premises to have the appropriate clearance to work with children and will ensure that enhanced checks are/have been obtained from the Disclosure and Barring Service (DBS) where someone is to be employed within a regulated activity (as defined within Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012). The enhanced DBS check will include a barred check list.

Volunteers

Any organisation engaged by the school to work in a voluntary capacity with students will be subjected to all reasonable vetting procedures and Criminal Records Checks. There is no legal requirement to obtain DBS certificates for volunteers who are not in regulated activity but an enhanced DBS check without a barred list check may be requested following a risk assessment. Volunteers will be subject to the same code of conduct as paid employees of the school.

Recognising Child Maltreatment

Child maltreatment manifests itself in a variety of ways, some overt and some less obvious. 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. 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. They may be abused by an adult or by another child or children.

Abuse is defined under four categories: physical abuse, emotional abuse, sexual abuse and neglect. These categories overlap and an abused child does frequently suffer more than one type of abuse.

Physical Abuse	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or 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.

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 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 looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children (Child-on-Child Abuse) is a specific safeguarding issue in education.
Emotional Abuse	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
Neglect	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing or shelter (including exclusion from home or abandonment): protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Female Genital Mutilation (FGM)

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any staff who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and staff will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

The duty mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Fabricated or Induced Illness (FII)

FII in children is a difficult and complex subject but schools and can play a key role in recognising concerns that may relate to this rare form of child abuse.

Fabricated/Induced Illness occurs when a child is presented for medical attention with signs or symptoms which have been fabricated or induced by the child's carer. FII is a spectrum of disorders rather than a single entity. At one end less extreme behaviours include a genuine belief that the child is ill. At the other end the behaviour of carers includes them deliberately inducing symptoms by administrating drugs, intentional suffocation, overdosing, tampering with medical equipment, falsifying test results and observational charts. Most of these symptoms will not be visible within the school setting but it is sensible to be aware of signs in case a child raises these issues.

The signs of FII can be ambiguous and may be attributed to other problems in the child's life that you may be aware of. School staff are particularly well-placed to notice outward signs of harm or to observe if a child is repeatedly unwell for no apparent reason. Or a discrepancy may occur when carers give a description of a child's ill health which does not accord with your observation and knowledge of the child in the school setting.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender or sexuality.

The abuse can encompass but is not limited to:

- physical
- sexual
- financial
- emotional
- psychological

Exposure to domestic abuse and/or violence can have 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: https://www.nspcc.org.uk/what-is-child-abuse/types-ofabuse/domestic-abuse/

Child on Child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include, but is not limited to, bullying (including cyberbullying): sexual violence and sexual harassment: physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. (Please refer to Child on Child Abuse Policy in J&R Cares main policies and procedures).

Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("The Prevent Duty"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Online Safety

We take the safety of our children very seriously and this includes their online safety. Please refer to the E Safety policy on the J&R Care Ltd policies and procedures site for details on this.

Child protection and safeguarding policy: summary of changes 2024

POLICY SECTION	WHAT'S CHANGED?	WHY?
Section 3	Updated definition of sharing nude and semi-nudes to include computer-generated imagery.	To reflect updates to government guidance on responding to the sharing of nude and semi-nude imagery
Section 7	The following have been added to the list/amended: • Has experienced multiple suspensions and is at risk of, or has been permanently excluded from schools • Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending • Is frequently missing/goes missing from education, home or care (the word 'education' has been added)	To reflect changes to KCSIE (paragraph 18)
Section 7.5	• Added 'the police or' to sentence 'This could include the police or Channel…' • Replaced 'being drawn into terrorism' with 'becoming involved with or supporting terrorism'	Reflect government's updated definition of extremism
Section 7.9	• Clarified that the sharing of nude or semi-nude images/videos also includes 'pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video' • Added text to explain that teaching follows best practice in delivering safe and effective education	To reflect updates to government guidance on responding to the sharing of nude and semi-nude imagery

POLICY SECTION	WHAT'S CHANGED?	WHY?
Section 10	• Updated first paragraph as follows: 'We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:' • Added 'cognitive understanding' to list of additional safeguarding challenges faced by pupils with SEND.	To reflect changes to KCSIE (paragraph 202)
Section 12	**Please note:** the section of KCSIE 2024 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published. • The term 'trans' has been replaced with 'gender questioning' throughout this section • Added paragraphs outlining the approach to supporting gender questioning pupils	To reflect changes to KCSIE (paragraphs 205 to 209)
Section 15	Added that records should include 'instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme, etc'	To reflect changes to KCSIE (Annex C)
Section 16	• Added that all staff should be able to identify 'signs of possible abuse, exploitation or neglect' (previously read 'signs of possible abuse or neglect') • Replaced 'being drawn into terrorism' with 'becoming involved with or supporting terrorism'	To reflect changes to KCSIE (Annex B)
Appendix 4	Added new section on 'Assessing adult-involved nude and semi-nude sharing incidents	To reflect updates to government guidance on responding to the sharing of nude and semi-nude imagery

POLICY SECTION	WHAT'S CHANGED?	WHY?
Appendix 4: children missing education	Replaced 'to help identify the risk of abuse and neglect' with 'to help identify the risk of abuse, exploitation and neglect'	To reflect changes to KCSIE (Annex B)
Appendix 4: child criminal exploitation (CCE)	Amended first paragraph: 'Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.	To reflect changes to KCSIE (Annex B)
Appendix 4: child sexual exploitation (CSE)	Amended first paragraph: Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence	To reflect changes to KCSIE (Annex B)
Appendix 4: domestic abuse	Replaced last sentence of second paragraph with: 'This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects'	To reflect changes to KCSIE (Annex B)
Appendix 4: preventing radicalisation	- Updated definition of radicalisation - Updated definition of extremism - Replaced 'being drawn into terrorism' with 'becoming involved with or supporting terrorism' - Replaced 'susceptible to an extremist ideology' with 'susceptible to radicalisation into terrorism'	Reflect government's updated definition of extremism

Jane Parish - Safeguarding Director, J&R Care Ltd