



# Safeguarding Children and Child Protection Policy

**Date ratified**

08/09/2022

**Next review**

September 2023

**Signed by Chair of Governors**

*KE Maynard*

## **Central Region Schools Trust**

The Central Region Schools Trust and all of its schools fully recognises its responsibilities for safeguarding children and young people. This is in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications; "Working Together to Safeguard Children" 2018 (Updated July 2022) and Keeping Children Safe in Education 2022.

Our policy applies to all staff (teaching and non-teaching) including those from the executive and central team, peripatetic, supply staff, contract staff and third-party contractors, members, trustees, governors, volunteers and visitors in the Trust.

Rather than duplicating content from Keeping Children Safe in Education (September 2022) in this policy, it should be understood that the Trust will always refer to KCSIE as the benchmark for all safeguarding practice and decision-making.

### **Sutton Park Primary School – Statement of Context**

Sutton Park Primary School is a one-form entry primary school that joined the Central RSA Academies Trust in January 2019. The Trust changed its name to Central Region Schools Trust (CRST) in September 2021. The Wyre Forest has an ongoing problem with a significant number of families involved with domestic violence often resulting from poor parental mental health. There are a number of strategies deployed in school to counterbalance the negative impact this has.

IDACI information: 59% (Autumn 2019) registered in the most deprived areas with 14% of children living within the 10% most deprived bracket. Academies Contract Data Team Spring Census 2019: Ethnicity – 97.6% white all categories. Gender is equal split. Percentage of SEN 3% have EHCPs and 27% have SEN support (Autumn 2019).

Analysis of referrals made to the safeguarding team show that the most common areas of concerns raised are around:

- Self-Harm
- Issues at home
- Emotional Health
- Mental Health

Statistics show that that the most common crimes in the local area are:

- Violence and Sexual offences
- Anti-social behaviour
- Shoplifting

Source [www.crime-statistics.co.uk](http://www.crime-statistics.co.uk) (September 2022)

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## **Key Personnel:**

**The Designated Safeguarding Lead (DSL), Prevent Lead & CSE lead is:** Angela Crawley

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**The deputy DSL(s) is :** Lorna Weatherby

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**The second deputy DSL(s) is:** Dean Salisbury

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**The nominated safeguarding governor is:** Anna Robinson

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**The Executive Principal is:** Angela Crawley

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**The Chair of Governors is:** Katherine Maynereid

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**The online safety co-ordinator is:** Dean Salisbury

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**The Safeguarding in Education Advisor for WCC is:** Denise Hannibal

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**The Local Authority Designated Officer is:** Karen Green Practice Manager

Contact details: email [LADO@worcschildrenfirst.org.uk](mailto:LADO@worcschildrenfirst.org.uk) Telephone: 01905 846221

**The Channel Panel Chair is:** Paul Kinsella (advanced public health practitioner)

**The Family Front Door:** 01905 822666 (core working hours) Out of hours / weekends: 01905 768020

**Education Safeguarding Support Services:** 01905 846371

**To submit an online Cause for Concern notification log onto:**

<https://www.worcestershire.gov.uk/childrensocialcare>

## 1.0 Introduction

Safeguarding and promoting the welfare of children is defined as –

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Acting to enable all children to have the best outcomes.
- Children include everyone under the age of 18.

Sutton Park Primary School fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children.

Our policy applies to all staff, governors and volunteers working in the school.

There are five main elements to our policy:

1. Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children;
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
4. Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help plan;
5. Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to identify concerns early and to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel safe, secure, valued and respected and are encouraged to talk, believing they will be listened to;
2. Ensure children know that there are adults in the school whom they can approach if they are worried;
3. Give due regard to DfE statutory guidance and provide a curriculum which seeks to teach our children about risks and risk management.

We seek to ensure that the child's wishes and feelings are considered when determining what action to take and what services to provide to protect children from harm. To this end we will:

1. Ensure there are systems in place for children to express their views and give feedback.
2. Ensure that the child's thoughts/wishes and feelings are sought and recorded on referrals.

This means that our school/Trust is committed to safeguarding and promoting the welfare of all its pupils. We believe that:

- Our children/young people have the right to be protected from harm, abuse and neglect
- That every child has the right to an education and children/young people need to be safe and to feel safe in school
- Children/young people need support that matches their individual needs, including those who may have experienced abuse

- Our children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our children/young people should be encouraged to respect each other's values and support each other
- Our children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs
- Our school/Trust will contribute to the prevention of all forms of prejudice-based and discriminatory bullying, exploitation, extreme behaviours, discriminatory views and abuse, victimisation, bullying and risk-taking behaviours.

All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.

Schools will fulfil their local and national responsibilities as laid out in the following documents:

- The most recent version of Working Together to Safeguard Children (DfE)
- The most recent version of Keeping Children Safe in Education: Statutory guidance for schools and colleges
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 s175
- UK-GDPR and the Data Protection Act 2018 <https://uk-gdpr.org/>
- Mental Health & Behaviour in Schools. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Protecting Children from Radicalisation: The Prevent Duty, 2015
- Relationships education, relationships and sex education (RSE) and health education
- Voyeurism offences act 2019
- Children Missing Education
- The School Staffing (England) Regulations 2009
- The Children Act 1989 (including 2004 amendment)
- The Rehabilitation of Offenders Act 1974

<p><b>2.0 Overall Aims</b></p> <p>This policy will contribute to the protection and safeguarding of our pupils and promote their welfare by:</p> <ul style="list-style-type: none"> <li>• Clarifying standards of behaviour for staff and pupils;</li> <li>• Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;</li> <li>• Include opportunities in the curriculum for pupils to develop the skills they need to recognise and stay safe from abuse and know who they should turn to for help;</li> <li>• Encouraging pupils and parents to participate;</li> <li>• Alerting staff to the signs and indicators that all may not be well;</li> <li>• Developing staff awareness of the causes of abuse;</li> <li>• Developing staff awareness of the risks and vulnerabilities their pupils face;</li> <li>• Addressing concerns at the earliest possible stage;</li> <li>• Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, discrimination or victimisation.</li> <li>• Recognising risk and supporting online safety for pupils, including in the home.</li> </ul>	<p>This means that in our school/Trust we have a:</p> <ul style="list-style-type: none"> <li>➤ Staff Code of Conduct</li> <li>➤ Behaviour policy</li> <li>➤ Complaints procedure</li> </ul> <p>In our school/Trust we will:</p> <ul style="list-style-type: none"> <li>• Identify and protect our vulnerable pupils</li> <li>• Identify individual needs as early as possible;</li> <li>• Develop plans to address those needs;</li> <li>• Work in partnership with pupils, parents/carers and other agencies.</li> </ul> <p>Our policy extends to any organisation the school/Trust commissions to deliver education to our pupils on our behalf including alternative provision settings.</p> <p>Our Governing Body will ensure that any commissioned agency will reflect the values, philosophy and standards of our school. Confirmation should be sought from the school that appropriate risk assessments are completed, and ongoing monitoring is undertaken.</p>
<p><b>3.0 Data Protection, Information Sharing and Confidentiality</b></p> <ul style="list-style-type: none"> <li>• We recognise that all matters relating to child protection are confidential. The school is fully aware of the obligations which the Data Protection Act 2018 and the UK-GDPR places on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. However,</li> <li>• The Data Protection Act 2018 and UK-GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children</li> <li>• The Executive Principal or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.</li> <li>• All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.</li> <li>• All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.</li> </ul>	<p>The CRST Data Protection Officer is Teresa Kristounas</p> <p>Communication with Parents:</p> <p>We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.</p> <p>We will always undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child or an adult at further risk of harm or would impede a criminal investigation.</p> <p>We will ensure that parents understand the responsibilities placed on the school and staff to safeguard children and their duty to co-operate with other agencies in this respect.</p>

<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection information will be dealt with in a confidential manner.</li> <li>• Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each pupil: the school will not keep family files. Files will be kept for at least the period during which the pupil is attending the school, and beyond that in line with current data legislation and guidance.</li> </ul> <p>If a pupil moves from our school/Trust, Child Protection and Safeguarding records will be forwarded on to the DSL at the new educational setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two settings may be necessary, especially on transfer between schools.</p>	<p>Although we use CPOMS and store our records electronically we do still hold paper files.</p> <p>We will not disclose to a parents any information held on a child if this would put the child at risk of significant harm.</p> <p>We will record where and to whom the records have been passed using the 'Transfer Form for Child Protection Records between Educational Establishments'. This will allow the new setting to have appropriate support in place for when the child/ young person arrives.</p>
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#### 4.0 Expectations

All staff and visitors will:

- Be familiar with this Safeguarding & Child Protection Policy
- Understand their role in relation to safeguarding
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance you must inform the DSL immediately, and provide a written account as soon as possible.

Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help assessments, Child in Need Plans and inter-agency Child Protection Plans.

#### Professional Challenge:

We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children.

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.

We are aware of the [WSCP escalation procedures](#) for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

The school will:

Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;

Ensure it has at least one member of staff who will act in the absence of the DSL (deputy DSL);

Ensure it has a nominated governor who will take leadership responsibility for the school's safeguarding arrangements;

Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and any deputies and understands their role;

Ensure that the DSL and/or a deputy DSL is always available to speak to during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;

Ensure all staff and volunteers are alert to the potential need for early help and aware of those children whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an early help assessment;

Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME), Radicalisation and Extremism (Prevent), Serious Crime and Sexual Violence & Sexual Harassment, and maintain an attitude of 'it could happen here';

All our staff will receive annual safeguarding training and update briefings as appropriate.

Key staff will undertake more specialist safeguarding training as agreed by the Governing Body.

Our Trustees & Governors will be subjected to an enhanced DBS check and 'section 128' check.

We will follow Safer Recruitment processes and checks for all staff.

## 5.0 Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com)).

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)), it may also be useful for colleges. For further information Equality Act guidance | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com)).

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools.

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

This means that in our school/Trust:

All students will be treated equally and with respect.

Our staff understand that being subjected to harassment, violence and/or abuse may be a breach of human rights.

Our staff understand the specific convention rights that are applicable to schools.

We ensure that our whole Governing Body are aware of their obligations under the Human Rights Act 1998 2 1, the Equality Act 2010 (including Public Sector Equality Duty) and their local multiagency safeguarding arrangements'.

## 6.0 The Designated Safeguarding Lead (DSL)

- The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.
- DSLs should work closely with teachers to promote educational outcomes where they have safeguarding or child protection concerns.
- Governing bodies should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties.
- Organising child protection induction training for all newly appointed staff, whole staff training, refreshed with annual updates;
- Providing a mechanism to ensure that all staff understand and can discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education;
- Undertaking, in conjunction with the Safeguarding Governor, an annual audit of safeguarding procedures.
- Making use of the Levels of Need guidance when deciding about whether the threshold for Early Help or Social Care intervention is met;
- Referring a child to Children's Social Care, when there are concerns about possible abuse and neglect;
- Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
- Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- Notifying the key worker if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;
- Liaise with relevant parties regarding ongoing issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to be assisted by an appropriate adult while

Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL and or deputies.

Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family.

A written record will be made of what information has been shared, with whom, and when.

Attend DSL refresher training every 2 years.

Where children leave our school/Trust, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt should be obtained, this will be transferred separately from the main pupil file.

The receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

Ensure that students being questioned or detained by the police are assisted by an appropriate adult, who will ensure that the police act properly and fairly to respect the young person's rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not.

See Annex C in the latest version of [KCSiE](#)

<p>a student is being questioned or detained by the police (to support, advise and assist); <a href="#">PACE Code C 2019</a></p> <ul style="list-style-type: none"> <li>• Developing effective links with relevant agencies and other professionals and co-operating as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;</li> <li>• Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible;</li> <li>• Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the promotion of fundamental British values.</li> <li>• The Principal in a school will be kept informed of any significant issues by the DSL. The CEO will also be kept informed where there are concerns related to the executive and central teams.</li> </ul>	
<p><b>7.0 Mental Health</b></p> <p>The latest version of KCSIE writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education.</p> <p>Education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one.</p>	<p>Our school embraces the Thrive approach which is embedded across all year groups.</p> <p>All staff have completed various mental health training sessions which are updated annually.</p> <p>All staff will be made 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.</p> <p>All staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.</p> <p>All staff are made aware of the signs and symptoms of possible concerns and will report them using the school's system.</p>
<p><b>8.0 The Designated Teacher for Looked after and Previously Looked After Children</b></p> <p>The Governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after.</p> <p>On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care</p>	<p>In our school the Designated Teacher is: Angela Crawley.</p> <p>Our Designated Teacher will:</p> <ul style="list-style-type: none"> <li>• Work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.</li> <li>• Work with the virtual school head to promote the educational achievement of previously looked after children.</li> <li>• Attend relevant training opportunities.</li> </ul>

<p>through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.</p>	
<p><b>9.0 The Governing Body / Trustees</b></p> <p>Governing Bodies should ensure that there are appropriate policies &amp; procedures in place in order for appropriate action to be taken in a timely manner to safeguard &amp; promote children's welfare;</p> <ul style="list-style-type: none"> <li>• The school operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers.</li> <li>• The Executive Principal and all other staff who work with children/young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained.</li> <li>• Temporary staff and volunteers are made aware of the school/Trust's arrangements for safeguarding &amp; child protection and their responsibilities.</li> <li>• The school/Trust remedies any deficiencies or weaknesses brought to its attention without delay;</li> <li>• The Governing body have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors in line with the latest version of KCSIE and Local Safeguarding Partnership procedures.</li> <li>• The Nominated Governor is responsible for liaising with the Executive Principal and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.</li> <li>• Extended school activities.</li> <li>• Where the Governing Body provides services or activities directly under the supervision or management of Trust staff, the Trust's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the Trust on these matters where appropriate.</li> </ul>	<p>In our Trust this means that:</p> <p>The Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding are discharged. The Trust Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.</p> <p>The Trust board will ensure that:</p> <ul style="list-style-type: none"> <li>▪ arrangements are in place to carry out functions in respect of safeguarding and promoting the welfare of children and have regard to statutory guidance by the Secretary of State;</li> <li>▪ all schools in the Trust meet their duties with regard to Safeguarding and Child Protection;</li> <li>▪ ensure that there is a single central record of all staff and others who work in the schools;</li> <li>▪ ensure that policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare, e.g. safeguarding children policy (including child protection), staff code of conduct etc;</li> <li>▪ ensure all schools have a Designated Safeguarding Lead (DSL) and deputy(ies) and that they have undergone training within the last two years;</li> <li>▪ they monitor the work of the Trust Safeguarding and SEND Lead;</li> <li>▪ a Designated Teacher is appointed to promote the educational achievement of children who are looked after, that they have the skills, knowledge and understanding necessary to keep Looked After Children safe, and that the information they need in relation to the child's looked after status, his/her care arrangements and the levels of authority delegated to the carer by the authority looking after him/her is made available to them;</li> <li>▪ any weakness brought to its attention relating to safeguarding are remedied without delay and it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism;</li> <li>▪ ensure that children are safeguarded from harmful and inappropriate online material by ensuring that appropriate filters and monitoring systems are in place;</li> <li>▪ ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.</li> </ul>

	<p>The training should be regularly updated;</p> <ul style="list-style-type: none"> <li>▪ follow guidance from the government regarding recruitment and appointment of new members, trustees and governors; and</li> <li>▪ all allegations of abuse against the Chief Executive Officer (CEO) are reported to the LADO in a timely manner by the Chair of the Trust Board.</li> </ul> <p>Our nominated Trustee for Safeguarding and Child Protection is: Dominic Bradley</p> <p>The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.</p> <p>The Local Academy Governing Body (LAGB) for each of our schools will nominate a member to take leadership responsibility for safeguarding children who will liaise with the DSL and/or the Principal in matters relating to safeguarding. It will ensure that:</p> <ul style="list-style-type: none"> <li>▪ the DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;</li> <li>▪ the DSL's and deputy DSLs' role is explicit in the role holders' job descriptions;</li> <li>▪ safeguarding responses are put in place in cases where children go missing from education;</li> <li>▪ mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part I of Keeping Children Safe in Education;</li> <li>▪ termly reports on the effectiveness of the school's safeguarding procedures are presented to the Local Academy Governing Body;</li> <li>▪ any returns requested by the LA (e.g. s 175/157 audit, CSE audit) are completed in a timely manner to enable the LA to meet its statutory duties;</li> <li>▪ any weaknesses brought to its attention relating to safeguarding are remedied without delay; and</li> <li>▪ it complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.</li> </ul> <p>Our nominated Governor for Safeguarding and Child Protection is: Anna Robinson</p> <p>This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.</p> <p>All governors/trustees must as a minimum have read part 2 and Annex C of the latest version of "KCSIE".</p>
<p><b>10.0 Safer Recruitment and Selection</b></p> <p>The school/Trust should pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining</p>	<p>The school adheres to the Trust's Recruitment and Selection Policy.</p> <p>The school/Trust has a written recruitment and selection statement and procedures linking explicitly to this policy. The statement is included in</p>

<p>professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.</p> <p>It also includes undertaking interviews and appropriate checks including disclosure &amp; barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.</p> <p>As part of the shortlisting process schools and colleges should consider conducting 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.</p> <p>Criminal history and suitability to work with children information should only be requested from applicants who have been shortlisted.</p> <p>All recruitment materials will include reference to the school/Trust's commitment to safeguarding and promoting the wellbeing of pupils.</p>	<p>all job advertisements, publicity material, recruitment websites, and candidate information packs.</p> <p>The following will undertake safer recruitment training updated every three years:</p> <ul style="list-style-type: none"> <li>all members of the Trust's executive and central team</li> <li>all members of the senior leadership team in each school</li> <li>and at least one governor in each school and a trustee.</li> </ul> <p>The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.</p> <p>The school seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.</p> <p>Our Governors are subject to an enhanced DBS check with barred list check and have been checked to ensure they are not disqualified from holding office under a s128 direction.</p> <p>The school maintains a single central record of recruitment checks for audit purposes.</p> <p>Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.</p> <p>Volunteers who are not working in regulated activity, will be supervised at all times.</p> <p>Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: <a href="#">Disqualification under the Childcare Act 2006 (August 2018)</a>.</p> <p>The following school staff have undertaken Safer Recruitment training:</p> <ul style="list-style-type: none"> <li>1 Angela Crawley</li> <li>2 Lorna Weatherby</li> <li>3 Dean Salisbury</li> <li>4 Jessica Medcalf</li> <li>5 Kate Hooper</li> </ul> <p>The following members of the LAGB have also been trained:</p> <ul style="list-style-type: none"> <li>1 Katherine Maynereid</li> <li>2 Mike Cornforth</li> </ul>
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### 10.1 Induction

All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.

### 10.2 Training

The school/Trust recognises that because of the day to day contact with children school/Trust staff are well placed to identify concerns at an early stage. It is vital that all staff are able to recognise signs and indicators across a spectrum of abuse.

### 10.3 Supervision

Regular supervision will be offered to the Lead DSL and Deputy DSL's within the Trust, usually

One of these members of school staff will be involved in all staff recruitment processes and sit on the recruitment panel.

Our staff induction process will cover:

- The Safeguarding & Child Protection policy;
- Safeguarding and Child Protection training including Online Safety
- The Behaviour Policy;
- The Staff Code of Conduct;
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of Part one of the latest version of KSCIE document are provided to staff at induction. Before they have any direct contact with pupils, all new staff and governors will receive induction training in safeguarding children.

All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and deputy/ies and informed of the school's procedures for reporting concerns.

All staff will receive training in child protection and safe working practice. In addition, they will receive safeguarding and child protection updates as required, but at least annually.

Staff will be expected to have read the information in advance of starting work at the designated school or as part of the Trust executive and central team.

Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years.

In addition to formal training the DSL and deputy/ies will update their knowledge and skills via WSCP newsletters, briefings, network meetings and seminars, at regular intervals, at least annually and will cascade the learning from this training to the rest of the staff.

Staff employed to be part of the executive and/or central team will follow the induction training in safeguarding children held in one of the schools at which they are based or if based centrally follow the safeguarding induction programme provided by HR.

The Trust safeguarding lead will deliver any updates to the executive and central teams.

We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of

<p>half-termly and may be extended to other members of staff as deemed appropriate by the school/Trust.</p>	<p>safeguarding work within education with the DSL and to seek further support as appropriate.</p>
<p><b>11.0 The Use of Reasonable Force</b></p> <p>There are circumstances when it is appropriate for staff in school/Trust to use a physical intervention to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children/young people. This can range from guiding a child/young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child/young person needs to be restrained to prevent violence or injury. Departmental advice for schools is available here:  <a href="https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools">https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools</a></p>	<p>The Behaviour Policy promotes planning positive and proactive behaviour support with the aim that therefore the occurrence of challenging behaviour and the need to use physical intervention will reduce.</p> <p>We will write individual behaviour support plans for our more vulnerable children/ young people and agree them with parents and carers. Staff who are likely to need to use physical intervention will be appropriately trained. When using reasonable force in response to risks presented by incidents involving children/young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.</p> <p>Staff are trained using the Team Teach approach.</p>
<p><b>12.0 The School/Trust Role in the Prevention of Abuse</b></p> <p>This Safeguarding &amp; Child Protection Policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.</p> <p><b>All our staff</b> should be aware that children 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. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.</p> <p>Safeguarding issues will be addressed through all areas of the curriculum.</p>	<p>This means that in our school/Trust:</p> <p>We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.</p> <p>We ask our staff to maintain 'professional curiosity' at all times and share any safeguarding concerns with the DSL or Deputy DSL without delay.</p> <p>All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole school/Trust approach.</p> <p>All staff will be made aware of our school's/Trust's unauthorised absence and missing from education procedures.</p>
<p><b>13.0 What we will do if we are concerned - Early Help Assessment</b></p> <p>Our school/Trust adheres to child protection procedures that have been agreed locally through the West Midlands Safeguarding Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the <a href="http://westmidlands.procedures.org.uk">westmidlands.procedures.org.uk</a> and the Levels of Need Thresholds Guidance.</p>	<p>This means that in our school/Trust:</p> <p>All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing via the school's safeguarding recording systems.</p> <p>This will be completed on CPOMS as soon as possible.</p> <p>Safeguarding leads will assess, plan, do and review plans</p>

<p>Where unmet needs have been identified for a child/ young person utilising the Levels of Need Thresholds Guidance but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate Early Help response.</p> <p>The child/young person`s voice must remain paramount within a solution focused practice framework.</p> <p>Should it be felt that a multi-agency approach is needed to meet the unmet safeguarding need; the DSL will initiate a request via the appropriate early help pathway. The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school-focused support.</p>	<p>Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD</p> <p>The DSL will generally lead on liaising with other agencies. Any multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.</p> <p>In our school/Trust although any member of staff can refer a situation to Children's Services, it is expected that the majority are passed through the DSL team.</p>
<p><b>14.0 Safeguarding of Pupils vulnerable to Radicalisation</b></p> <p>With effect from 1<sup>st</sup> July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.</p> <p>The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation.</p> <p>Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7.</p> <p><b>14.1 Risk Reduction</b></p> <p>The school governors, Executive Principal and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school.</p> <p>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.</p>	<p>This means that in our school/Trust:</p> <p>We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions.</p> <p>Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group is part of our school/Trust's safeguarding duty.</p> <p>We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our school/Trust's safeguarding duty.</p> <p>The SPOC for our school is: Angela Crawley</p> <p>All staff within our school will be alert to changes in a child/young person's behaviour or attitude which could indicate that they need help or protection.</p> <p>We will use specialist online monitoring software is called Senso.</p> <p>The Prevent Risk Assessment is reviewed annually and is shared with the LAGB, via the safeguarding governor.</p>

<p>The Trust will monitor online activity within the school to ensure that inappropriate sites are not accessed by pupils or staff.</p> <p>The School/Trust has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).</p> <p><b>14.2 Channel</b></p> <p>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:</p> <ul style="list-style-type: none"> <li>• Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;</li> <li>• Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and</li> <li>• Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.</li> </ul> <p>Further guidance about duties relating to the risk of radicalisation is available in the Advice for Schools on <a href="#">The Prevent Duty</a>.</p>	<p>Our schools will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation</p>
<p><b>15.0 Pupils who are at risk/vulnerable to Exploitation, Trafficking, or so called 'Honour-based' Abuse – including Female Genital Mutilation and Forced Marriage</b></p> <p>With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.</p> <p>The teacher will also discuss the situation with the DSL before a decision is made as to whether the mandatory reporting duty applies.</p> <p><a href="#">The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)</a></p>	<p>This means that in our school/Trust we ensure:</p> <p>Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.</p> <p>All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;</p> <ul style="list-style-type: none"> <li>• Forced Marriage</li> <li>• FGM</li> <li>• Honour Based Abuse</li> <li>• Trafficking</li> <li>• Criminal Exploitation &amp; Gang Affiliation</li> </ul> <p>Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue and include such issues in an age-appropriate way in their lesson plans.</p>
<p><b>16.0 Children Missing from Education</b></p> <p>A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding</p>	<p>This means that in our school/Trust we will:</p> <p>Where possible, hold two or more emergency contact numbers for each pupil.</p> <p>Our member of SLT responsible for attendance is also a DDSL.</p> <p>We will adapt our attendance monitoring on an individual basis to ensure the safety of each child/young person at our school/Trust.</p>

<p>risks and to help prevent the risk of them going missing in future.</p> <p>Work around attendance and pupils Missing from Education will be coordinated with safeguarding interventions.</p> <p>The school must notify the Local Authority of any pupil/pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more.</p> <p>The school (regardless of designation) must also notify the Local Authority of any pupil/pupil who is to be deleted from the admission register because s/he:</p> <ul style="list-style-type: none"> <li>• Has been taken out of school by their parents and is being educated outside the school system (e.g. home education).</li> <li>• Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change).</li> <li>• Displaced as a result of a crisis e.g. domestic violence or homelessness</li> <li>• Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.</li> <li>• Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period.</li> <li>• Has been permanently excluded.</li> </ul>	<p>Our school/Trust will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of pupils that would be considered 'missing'.</p> <p>We will work closely with the CME Team, School Admissions Service and the Elective Home Education Team.</p> <p>Have a current Attendance &amp; Absence Policy in place.</p> <p>Ensure parents/carers understand the importance of good school attendance by building positive, supportive relationships.</p>
<p><b>17.0 LGBT</b></p> <p>The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, 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.</p> <p>Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open.</p>	<p>In our school/Trust we will:</p> <p>Endeavour to reduce the additional barriers faced and provide a safe space for pupils to speak out or share their concerns with members of staff.</p> <p>Ensure that inclusion is part of our PSHE Curriculum.</p>
<p><b>18.0 Child on Child abuse</b></p> <p>It is important that the school/Trust can recognise that children are capable of</p>	<p>This means that in our school/Trust:</p> <p>We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".</p>

<p>abusing their peers, and that this abuse can include:</p> <ul style="list-style-type: none"> <li>• physical abuse,</li> <li>• sexting,</li> <li>• initiation/ hazing,</li> <li>• upskirting – typically taking a picture under a person's clothing without their knowledge</li> <li>• sexual violence and harassment</li> </ul> <p>The school/Trust's values, ethos and behaviour policies provide the platform for staff and pupils to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.</p> <p>It should be recognised that there is a gendered nature to child-on-child abuse i.e. that it is more likely that girls will be victims and boys' perpetrators.</p> <p>Schools should recognise the impact of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:</p> <ul style="list-style-type: none"> <li>• Rape</li> <li>• Assault by Penetration</li> <li>• Sexual Assault</li> </ul>	<p>We recognise the term 'victim' to refer to those which have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term 'alleged perpetrator(s)' and where appropriate 'perpetrators(s).' Though we caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well.</p> <p>We will follow both national and local guidance and policies to support any children/young people subject to child-on-child abuse, including youth produced sexual imagery (previously known as sexting) and gang violence.</p> <p>KCSIE Part 5 2022.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf</a></p> <p>Our DSL will follow local guidance to enable provision of effective support to any child/young person affected by this type of abuse.</p> <p>The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.</p> <p>The response to a report of sexual violence or sexual harassment: the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.</p> <p>If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).</p>
<p><b>19.0 Child Criminal Exploitation (CCE) &amp; Gang Affiliation</b></p> <p>Criminal exploitation interlinks with several multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and</p>	<p>We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school.</p> <p>The DSL will be aware of County Lines and the national referral mechanism.</p>

<p>exploitation, modern slavery, human trafficking and missing episodes.</p> <p>CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:</p> <p>(a) in exchange for something the victim needs or wants</p> <p>(b) for the financial or other advantage of the perpetrator or facilitator</p> <p>(c) through violence or the threat of violence. victim may have been criminally exploited even if the activity appears consensual.</p> <p>CCE does not always involve physical contact, it can also occur through the use of technology.</p> <p>CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.</p> <p>Some of the following can be indicators of CCE:</p> <ul style="list-style-type: none"> <li>• children who appear with unexplained gifts or new possessions;</li> <li>• children who associate with other young people involved in exploitation;</li> <li>• children who suffer from changes in emotional well-being;</li> <li>• children who misuse drugs and alcohol;</li> <li>• children who go missing for periods of time or regularly come home late; and</li> <li>• children who regularly miss school or education or do not take part in education.</li> </ul> <p>It is important that children who are criminally exploited are seen as victims and not treated as criminals and treated through safeguarding and child protection procedures.</p> <p>Work to address criminal exploitation is covered by relevant legislation including:</p> <ul style="list-style-type: none"> <li>• Crime &amp; Disorder Act – 1998</li> <li>• Children Act – 2004</li> <li>• Serious Crime Act – 2015</li> <li>• Modern Slavery Act – 2015</li> <li>• Criminal Finances Act – 2017</li> <li>• Children &amp; Social Work Act - 2017</li> </ul> <p>and the latest version of Working Together to Safeguard Children which requires agencies to support vulnerable people within the context of the wider safeguarding agenda.</p>	
<p><b>20.0 ONLINE SAFETY</b></p> <p>It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and</p>	<p>This means that in our school/Trust we will:</p> <p>Adhere to our Trust Online Safety policy and local arrangements for Sutton Park which have been created using national guidance.</p>

college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. All staff are aware that abuse can take place solely online.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group [APWG | Unifying The Global Response To Cybercrime](#)

Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

We understand the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.

Ensure all users of ICT in school adhere to our acceptable use agreements

Ensure we have appropriate filters and monitoring systems in place to ensure we limit the exposure of students to harmful content. These systems are regularly reviewed for their effectiveness. We ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively. We know how to escalate concerns when identified.

Teach students to:

- use technology safely and respectfully
- recognise acceptable and unacceptable behaviour
- report concerns about content, contact, conduct and commerce
- protect their online identity and privacy
- understand how changes in technology affect safety.

Whilst it is essential that appropriate filters and monitoring systems are in place, the central team should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

<p><b>21.0 CYBER CRIME</b></p> <p>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;</p> <ul style="list-style-type: none"> <li>• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;</li> <li>• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,</li> <li>• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.</li> </ul> <p>Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.</p> <p>If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the <b>Cyber Choices</b> programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.</p> <p>Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK</p>	<p>In our school/Trust we have the appropriate level of security protection procedures in place (Senso), in order to safeguard our systems, staff and students.</p> <p>We will review the effectiveness of these procedures at least annually to keep up with evolving cyber-crime technologies.</p> <p>Cyber-crime is referenced in the Trust's Online Safety Policy.</p> <p>We are supported by the Trust's IT team and they monitor all Trust schools' systems regularly.</p> <p>Pupils are also taught age-appropriate content regarding staying safe on the Internet through the Computing and PSHE curriculums.</p>
<p><b>22.0 CHILD ABDUCTION</b></p> <p>Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.</p> <p>Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.</p>	<p>Our school site is secure and any visitors can only access through one pedestrian gate which is buzzer and intercom controlled.</p> <p>In our school/Trust we strive to hold at least two emergency contacts for each student.</p> <p>In our school we will work with multi-agencies to identify students who may be more susceptible to child abduction in order to put appropriate safeguarding measures in place.</p>

<p>As children get older and are granted more independence (for example, as they start walking to school on their own) it is important we provide practical advice on how to keep themselves safe.</p> <p>As a school we provide outdoor-safety lessons run by our teachers or by local PCSOs. Lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.</p> <p>Further information is available at:  <a href="http://www.actionagainstabduction.org">www.actionagainstabduction.org</a> and  <a href="http://www.clevernevergoes.org">www.clevernevergoes.org</a>.</p>	<p>In our school/Trust we collect student voice to identify safety concerns outside of school.</p> <p>The school driveway is monitored by a member of staff daily both before and after school. All vehicular access gates are locked throughout the day and need physically opening by a member of staff when access is required.</p>
<p><b>23.0 DOMESTIC ABUSE</b></p> <p>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 sex or sexuality.</p> <p>Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. 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 (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.</p> <p>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.</p>	<p>In our school/Trust:</p> <p>We sign up to Operation Encompass to receive notices of domestic abuse and act swiftly to support the child.</p> <p>Where we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.</p>
<p><b>24.0 Modern Slavery</b></p> <p>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.</p> <p>Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK</p>	<p>The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'.</p> <p>In our School/Trust:</p> <p>Our staff are trained to recognise indicators of modern slavery, which is a form of abuse</p> <p>DSLs take any concerns raised in regard to modern slavery extremely seriously as with every other safeguarding concern.</p> <p>DSLs will use national guidance and the National Referral Mechanism as appropriate</p>

## **Part 2 Specific procedures**

### **25.0 Managing Concerns around Pupils**

- 25.1 Our school/Trust adheres to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children Partnership (WSCP). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the West Midlands Safeguarding Children Procedures and the WSCP Levels of Need Guidance.
- 25.2 Every member of staff, including volunteers working with children at our school/Trust, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to act as outlined in this policy. They should not assume a colleague, or another professional will act and should always share information that might be critical in keeping children safe.
- 25.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 25.4 It is not the responsibility of school/Trust staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 25.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school/Trust. Any member of staff or visitor to the school/Trust who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff or Children's Social Care.
- 25.6 All concerns about a child or young person should be reported without delay and recorded in writing using CPOMs. Should a visitor to school have concerns it will be recorded on a paper form 1 and uploaded onto CPOMs subsequently.
- 25.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 25.8 All referrals will be made in line with local procedures as detailed on the West Midlands Safeguarding group website.
- 25.9 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point. If a child is in immediate danger, call the police using 999.
- 25.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Social Care, or the police if the situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable or if they are convinced that a direct report is the only way to ensure the pupil's safety.
- 25.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Executive Principal or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Worcestershire Children First directly with their concerns.

### **26.0 Safeguarding concerns & allegations made about staff, including supply teachers, volunteers and contractors**

- 26.1 This procedure must be used in any case in which it is alleged that a member of staff, Governor, Trustee, visiting professional or volunteer has:

- Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
- Possibly committed a criminal offence against or related to a child/young person;
- Behaved, or may have behaved, in a way that indicates s/he is unsuitable to work with children/young people.

26.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in the school/Trust to abuse pupils.

26.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

26.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Executive Principal who will liaise with the Designated Officer (LADO) Team who will decide on any action required.

26.3.2 If the concern relates to the Executive Principal, it must be reported immediately to the Chief Executive Officer (CEO), who will liaise with the Designated Officer (LADO) and they will decide on any action required.

26.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Designated Officer (LADO) Team who will decide on any action required.

26.4 Concerns may be graded Low-Level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language;
- humiliating children.

If the concern has been raised via a third party, the principal will collect as much evidence as possible by speaking directly to the person\* who raised the concern, unless it has been raised anonymously, and by speaking to the individual involved and any witnesses. Reports about supply staff and contractors should be notified to the school so that any potential patterns of inappropriate behaviour can be identified. Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low-Level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible).

## 27.0 Whistleblowing

27.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

27.2 All staff should be aware of their duty to raise concerns, where they exist, including low-level concerns, about the attitude or actions of colleagues using the Trust's confidential reporting (whistleblowing) policy.

27.3 Whistleblowing concerns about the Executive Principal should be raised with the Chief Executive Officer (CEO), who will in turn inform the Chair of Governors.

- 27.4 When whistleblowing concerns are about a member of the Trust's executive or central team, the CEO will be informed immediately. If the allegation concerns the CEO, the Chair of the Trust Board will be informed immediately.
- 27.5 For allegations concerning a Principal or any member of the Trust's executive or central teams, the CEO will discuss the content of the allegation with the LADO, prior to undertaking any investigation using the Trust Whistleblowing Policy and Part Four of KCSIE. For allegations concerning the CEO, the Chair of the Trust Board will discuss the content of the allegation with the LADO, prior to undertaking any investigation using the Trust Whistleblowing Policy and Part Four of KCSIE. For all other allegations, a Principal will discuss the content of the allegation with the LADO, prior to undertaking any investigation using the Trust Whistleblowing Policy and Part Four of KCSIE
- 27.6 Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the **NSPCC whistleblowing helpline** 0800 028 0285

## **28.0 Abuse of Position of Trust**

- 28.1 We recognise that as adults working in the school/Trust, we are in a position of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- 28.2 We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.
- 28.3 We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

## **29.0 Supporting Children including those with additional needs**

- 29.1 Our School/Trust recognises that all pupils have a right to be safe. Some pupils may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc.
- 29.2 When the school is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing Child Protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Governing Body.
- 29.3 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. We acknowledge that school may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm. We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.
- 29.4 The school will endeavour to support all children by:
- encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
  - promoting a positive, supportive and secure environment giving pupils a sense of being valued;
  - a consistently applied school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
  - liaising with other agencies that support the pupil such as Children's Social Care Services, Child and Adult Mental Health Service (CAMHS), Educational Psychology Service and those agencies involved in the safeguarding of children;
  - the use of Early Help Services, through the Family Front Door, when appropriate;
  - notifying Children's Social Care Services immediately there is a significant concern;
  - providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new setting.

## 30.0 Children in specific circumstances

### 30.0 Private Fostering

- 30.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement local authority Children's Services) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.
- 30.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.
- 30.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:
- Children/young people who need alternative care because of parental illness;
  - Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
  - Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
  - Unaccompanied asylum seeking and refugee children/young people;
  - Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
  - Children/young people staying with families while attending a school away from their home area.

### 31.0 Homelessness

- 31.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.
- 31.2 Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
- 31.3 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.
- 31.4 The following factsheet link usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.
- 31.5 In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17year 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 Social Care 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.

- 31.6 The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

### 32.0 Health & Safety

- 32.1 The Trust's Health & Safety policy & Local Arrangements for Sutton Park reflect the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.
- 32.2 Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.
- 32.3 The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.
- 32.4 The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.
- 32.5 Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

### 33.0 Links to additional information about safeguarding issues and forms of abuse

- 33.1 Staff who work directly with children/young people, and their leadership team should refer to this information
- 33.2 Guidance on children in specific circumstances found in Annex B of KCSIE, and additional resources as listed below:

Issue	Guidance	Source
Abuse	<a href="http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief">http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</a> <a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a> <a href="http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect">http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</a>	West Midlands Safeguarding Children Procedures
Bullying	<a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a>	West Midlands Safeguarding Children Procedures
Children and the Courts	<a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a> <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a>	MoJ advice
Missing from Education, Home or Care	<a href="http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education">http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</a> <a href="http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme">http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</a>	West Midlands Safeguarding Children Procedures
Family Members in Prison	<a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a>	Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS)

Drugs	<a href="http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances">http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances</a>	West Midlands Safeguarding Children Procedures
Domestic Abuse	<a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a>	West Midlands Safeguarding Children Procedures
Child Exploitation	<a href="http://westmidlands.procedures.org.uk/pkppl/regional-safeguarding-guidance/child-sexual-exploitation">http://westmidlands.procedures.org.uk/pkppl/regional-safeguarding-guidance/child-sexual-exploitation</a> <a href="http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children">http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children</a>	West Midlands Safeguarding Children Procedures
Homelessness	<a href="https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets">https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</a>	HCLG
Health & Wellbeing	<a href="http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour">http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</a> <a href="https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018">https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018</a>	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
Radicalisation	<a href="http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism">http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</a>	West Midlands Safeguarding Children Procedures
Violence	<a href="http://westmidlands.procedures.org.uk/pkpplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity">http://westmidlands.procedures.org.uk/pkpplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</a> <a href="http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence">http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</a> <a href="https://www.gov.uk/government/policies/violence-against-women-and-girls">https://www.gov.uk/government/policies/violence-against-women-and-girls</a>	West Midlands Safeguarding Children Procedures

### 34.0 Relevant Policies

The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Staff Code of Conduct
- Allegations of Abuse against Teachers and other Staff
- Complaints Procedure
- Behaviour Management and Anti-bullying (including cyber-bullying)
- Special Educational Needs
- Educational Visits
- First aid and the administration of medicines
- Health and Safety
- Intimate Care
- Relationships and Sex Education
- Equal Opportunities
- Online Safety & Acceptable Use
- Whistleblowing (Confidential Reporting)
- Recruitment & Selection
- Supporting Pupils with Medical Conditions

## APPENDIX 1

### Recognition & Identification of Abuse

Taken from *Working Together to Safeguard Children 2018, (updated July 2022)*

#### What is abuse?

Abuse and neglect are forms 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 a stranger for example, via the internet. 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.

#### Indicators of Abuse

Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below may be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

#### 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 involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse is difficult to:

- define
- identify/recognise
- prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- Toddler/Pre-School – head banging, rocking, bad temper, 'violent', clingy. From overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills
- School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted

- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement
- Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

## 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 of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are occasions when nearly all parents find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms which are:

- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs
- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.<sup>1</sup>

### Common Concerns:

With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:

- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

School staff need to consider both acts of *commission* (where a parent/carer deliberately neglects the child) and acts of *omission* (where a parent's failure to act is causing the neglect). This is a key consideration with regard to school attendance where parents are not ensuring their child attend school regularly.

Many of the signs of neglect are visible. However school staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a pupil is being neglected. Children spend considerable time in school so staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

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<sup>1</sup> Source: Horwath, J (2007): Child neglect: identification and assessment: Palgrave Macmillan

Here are some signs of possible neglect:

**Physical signs:**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet
- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

**Behavioural signs:**

- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

**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.

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:

- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

**Physical signs:**

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns

- General appearance and behaviour of the child may include:
  - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;
  - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:
  - Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
  - Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.
- Other injuries:
  - Bite marks may be evident from an impression of teeth
  - Small circular burns on the skin suggest cigarette burns
  - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
  - Red lines occur with ligature injuries
  - Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
  - Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
  - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
  - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

#### **Behavioural signs:**

- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

#### **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 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.

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, people working with the child in school or through other

activities. The sexual abuse of children by other children is a specific safeguarding issue in education

### **Characteristics of child sexual abuse:**

- It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;
- Grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent. This can be done in person or via the internet through chat-rooms and social networking sites;
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chat-rooms and social networking sites.

### **In young children behavioural changes may include:**

- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate - desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares

### **In older children behavioural changes may include:**

- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person
- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

### **Physical signs and symptoms for any age child could be:**

- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls

## Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society's standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## APPENDIX 2

### Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

*'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.'*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

Child sexual exploitation is a form of abuse which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

#### **Who is at risk?**

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more vulnerable to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

#### **WARNING SIGNS AND VULNERABILITIES CHECKLIST<sup>2</sup>**

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited

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<sup>2</sup> The Office of the Children's Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and Gangs.

- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited**:

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the local Safeguarding partnership arrangements for dealing with issues of CSE, including completion of the screening tool.

## APPENDIX 3

### Effects of domestic abuse on children and young people

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

#### Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

The impact of domestic abuse on the quality of a child's or young person's life is very significant. Children and young people who live with domestic abuse are at increased risk of behavioural problems, emotional trauma, and mental health difficulties in adult life.

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The impact of domestic abuse on children and young people can be wide-ranging and may include effects in any or all of the following areas:

**Physical:** Children and young people can be hurt either by trying to intervene and stopping the violence or by being injured themselves by the abuser. They may develop self-harming behaviour, or eating disorders. Their health could be affected, as they may not be being cared for appropriately. They may have suicidal thoughts or try to escape or blank out the abuse by using drugs, alcohol or by running away.

**Sexual:** There is a high risk that children and young people will be abused themselves where there is domestic abuse. In homes where living in fear is the norm, and situations are not discussed, an atmosphere of secrecy develops and this creates a climate in which sexual abuse could occur. In addition to this, children and young people may sometimes be forced to watch the sexual abuse of their mother/carer. This can have long-lasting effects on the sexual and emotional development of the child/young person.

**Economic:** The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for extra-curricular activities, clothing or even food, impacting on their health and development.

**Emotional:** Children and young people will often be very confused about their feelings – for example, loving both parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

**Isolation:** Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their

mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

**Threats:** Children and young people are likely to have heard threats to harm their mother/father. They may have been directly threatened with harm or heard threats to harm their pet. They also live under the constant and unpredictable threat of violence, resulting in feelings of intimidation, fear and vulnerability, which can lead to high anxiety, tension, confusion and stress.

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the *Every Child Matters* agenda:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

### **What you might see in school**

- Unexplained absences or lateness – either from staying at home to protect their parent or hide their injuries, or because they are prevented from attending school;
- Children and young people attending school when ill rather than staying at home;
- Children and young people not completing their homework, or making constant excuses, because of what is happening at home;
- Children and young people who are constantly tired, on edge and unable to concentrate through disturbed sleep or worrying about what is happening at home;
- Children and young people displaying difficulties in their cognitive and school performance;
- Children and young people whose behaviour and personality changes dramatically;
- Children and young people who become quiet and withdrawn and have difficulty in developing positive peer relations;
- Children and young people displaying disruptive behaviour or acting out violent thoughts with little empathy for victims;
- Children and young people who are no trouble at all.

This list is not exhaustive – this is intended to give you an idea of some of the types of behaviour that could be presented.

### **What schools can do**

**Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it.**

For many victims, the school might be the one place that they visit without their abusive partner.

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, NSPCC **0808 800 5000** and ChildLine **0800 11 11**; Parentline **0808 800 2222**;

**The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.**

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

### **Schools can support individual children and young people by:**

- Introducing a **whole-school philosophy** that domestic abuse is unacceptable;
- **Responding to disclosures** and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- **Giving emotional support** – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- **Facilitating a peer support network** – children and young people can become isolated but often welcome talking to friends about their problems;
- **Offering practical support** – if children or young people are new to the school they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- **Providing somewhere safe and quiet** to do their homework or just to sit and think;
  - **Improving the self-esteem and confidence** of children and young people by:
    - offering them opportunities to take on new roles and responsibilities;
    - offering tasks which are achievable and giving praise and encouragement;
    - monitoring their behaviour and setting clear limits;
    - criticising the action, not the person;
    - helping them to feel a sense of control in their school lives;
    - involving them in decision making;
    - helping them to be more assertive;
    - respecting them as individuals;
    - encouraging involvement in extra-curricular activities.

### **From The Expect Respect Education Toolkit – Women's Aid**

#### **Operation Encompass**

Operation Encompass is to highlight that a domestic abuse incident has taken place and the police have been called. It is about keeping an eye on changed behaviour and logging anything out of the ordinary.

It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the Designated Safeguarding Lead in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

## APPENDIX 4

### Forced Marriage – a form of Domestic Abuse

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

#### Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the pupil's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Pupils may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

#### The justifications

Most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon — there have been cases involving families from East Asia, the Middle East, Europe and Africa.

Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.

Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

#### Culture

Often parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents come under significant pressure from their extended families to get their children married.

#### The law

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

In addition, the Forced Marriage (Civil Protection) Act (2007) makes provision for protecting children, young people and adults from being forced into marriage without their full and free consent through Forced Marriage Protection Orders. Breaching a Forced Marriage Protection Order is a criminal offence.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence, with effect from 16<sup>th</sup> June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the marriage takes place);
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured into it or not).

#### What to do if a pupil seeks help

- The pupil should be seen immediately in a private place, where the conversation cannot be overheard.
- The pupil should be seen on her own, even if she attends with others.

- Develop a safety plan in case the pupil is seen i.e. prepare another reason why you are meeting.
- Explain all options to the pupil and recognise and respect her wishes. If the pupil does not want to be referred to Children's Services, you will need to consider whether to respect the pupil's wishes — or whether the pupil's safety requires further action to be taken. If you take action against the pupil's wishes you must inform the pupil.
- Establish whether there is a family history of forced marriage — i.e. siblings forced to marry.
- Advise the pupil not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Forced Marriage Unit.
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer to the local Police Child Protection Unit if there is any suspicion that there has been a crime or that one may be committed.
- Refer the pupil with her consent to the appropriate local and national support groups, and counselling services.

### **What to do if the pupil is going abroad imminently**

The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the pupil and to repatriate her:

- a photocopy of the pupil's passport for retention — encourage her to keep details of her passport number and the place and date of issue
- as much information as possible about the family (this may need to be gathered discretely)
- full name and date of birth of pupil under threat
- pupil's father's name
- any addresses where the pupil may be staying overseas
- potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family in the UK and overseas

### **Specific information**

It is also useful to take information that only the pupil would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the pupil.

Professionals should also take details of any travel plans and people likely to accompany the pupil. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the pupil — a secret mobile telephone, for example, that will function abroad.

### **Forced marriage: what educators should NOT do**

- treat such allegations merely as domestic issues and send the pupil back to the family home
- ignore what the pupil has told you or dismiss the need for immediate protection
- approach the pupil's family or those with influence within the community, without the express consent of the pupil, as this will alert them to your concern and may place the pupil in danger
- contact the family in advance of any enquires by the Police, Children's Social Care or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the pupil

- breach confidentiality except where necessary in order to ensure the pupil's safety
- attempt to be a mediator

Further guidance is available from The Forced Marriage Unit:

**Tel:** (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

**Emergency Duty Officer** (out of hours): (+44) (0)20 7008 1500

**E-mail:** [fm@fco.gov.uk](mailto:fm@fco.gov.uk) **Website:** [www.fco.gov.uk/forcedmarriage](http://www.fco.gov.uk/forcedmarriage)

FMU publication: '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage*' June 09

**See also:** '*The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage*' Government Office - November 2008 and Interagency Guidance on Forced Marriage on the WSCB website.

Foreign and Commonwealth Office and Home office 2022 'Forced Marriage' - <https://www.gov.uk/guidance/forced-marriage>

## APPENDIX 5

### Female Genital Mutilation (FGM) and Breast Ironing – a form of Human Rights Abuse

#### What is FGM?

FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

There are four known types of FGM, all of which have been found in the UK:

**Type 1** – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)

**Type 2** – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)

**Type 3** – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris

**Type 4** – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FGM is sometimes known as 'female genital cutting' or female circumcision. Communities tend to use local names for this practice, including 'sunna'.

#### Why is FGM carried out?

It is believed that:

- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl's virginity/chastity.
- It is part of being a woman as a rite of passage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfills a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them 'a better Muslim'. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam.

#### Within which communities is FGM known to be practised?

UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonei, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this not to say that all families from the communities listed above practise FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parents to follow what is seen as a cultural or religious practice.

## **Is FGM harmful?**

FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long term effects on physical and psychological health.

FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment.

Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some communities the mother of the future husband and the girl's own mother will take the girl to be cut open before the wedding night.

Repeat urinary tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practise complete removal to ensure chastity.

## **Is it illegal?**

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK. The Female Genital Mutilation Act 2003 came into force in 2004:

The act makes it illegal to:

- practise FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- aid and abet, counsel or procure the carrying out of FGM abroad.

The offence carries a penalty of up to 14 years in prison, and/or a fine.

## **Signs, symptoms and indicators**

The following list of possible signs and indicators are not diagnostic, but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM.

Things that may point to FGM happening:

- a child talking about getting ready for a special ceremony
- a family arranging a long break abroad
- a child's family being from one of the 'at-risk' communities for FGM (see above)
- knowledge that an older sibling has undergone FGM
- a young person talks of going abroad to be 'cut', or get ready for marriage.

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinary tract infection

- disclosure.

### **What should schools do?**

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

It is important to keep in mind that the parents may not see FGM as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM.

### **The 'one chance' rule**

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

### **Mandatory Reporting Duty**

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#) (October 2015).

### **What is breast ironing?**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

### **Why does breast ironing happen?**

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

### **Breast ironing is physical abuse**

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have

ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

### **Breast Ironing in the UK**

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1000 girls at risk. Keeping Children Safe in Education (2021) mentions breast ironing, as part of the section on so-called 'honour-based' violence. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

### **What should schools do?**

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- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

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## **APPENDIX 6**

### **Child on Child Abuse**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

#### **Harmful sexual behaviour**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

#### **Allegations**

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure, sexual exploitation, and abuse in intimate personal relationships between peers.

It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Government guidance suggests that girls, the LGBT community and those children with SEND need are at greater risk of sexual violence and sexual Harassment within school. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. Both the victim and the parent/carer will be offered appropriate internal and external support.

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual violence and harassment by phone is on the increase. This includes when abuse takes place in intimate, personal relationships between peers. Even though the child

themselves may not consider themselves to be victimised they should be regarded as in need of protection. Online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of child on child abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

When deciding on the initial response to an allegation the following considerations will be made:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the Trust's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school/ Trust or college staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

### **Sharing nudes and semi-nudes (previously known as 'sexting')**

In cases where nudes or semi-nude images and/or videos have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Staff are trained to be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence;
- sharing nude and semi-nude images/videos (also known as sexting or youth produced sexual imagery); and

- initiation-type violence and rituals.

Our safeguarding procedures operate with the best interests of the child at heart. School/Trust leaders and governors will ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. We adopt a zero-tolerance approach, and that even if there are no reported cases, staff must not take the view that it does not happen in our school/Trust.

Abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

### **Child on child sexual violence and sexual harassment**

We recognise that child on child sexual violence and sexual harassment can happen in or outside of school, as well as online and as such we adopt an “it could happen here” approach. All reports or disclosures will be taken seriously, and victims are supported throughout. As a school/Trust when dealing with any allegation of child-on-child abuse we refer to Part 5 of the latest version of KCSIE.

Our staff are trained to recognise the scale and impact of harassment and abuse, and that non-recognition / downplaying the scale and scope may lead to a dangerous culture in the school. Staff are encouraged to remain vigilant and, rather than waiting for a disclosure, recognise that children may not always make a direct report and information may come from overheard conversations or observed behaviour changes. As a school/Trust, we recognise that how well we respond will influence the confidence of others to report what is happening to them. As a school/Trust we regularly review decisions and actions to update and improve our policies and practice.

We also recognise the importance of the post incident response, recognising that for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support. This may also require the school/Trust to support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of support.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils may present a safeguarding risk to other pupils. These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; principal and, in extreme cases, the Governing Body. At the principal's discretion, the police may be informed, in certain circumstances and parents informed (of both the pupil being complained about and the alleged victim) at the earliest opportunity. The school will follow the **NPCC ‘When to call the police’** guidance.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

The DSL should contact Children's Social Care to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both pupils' files. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child on child abuse the school/Trust has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, RSE and other curriculum areas the children are taught tolerance, empathy and understanding.

## **Action to take in the case of an incident of sharing youth produced sexual images or videos**

### **Step 1 – Disclosure by a pupil**

Disclosures should follow the normal safeguarding practices and protocols. A pupil is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the pupil disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the pupil need immediate support and or protection?
- Are there other pupils and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school/Trust's safeguarding and child protection policies and practices are adhered to.

### **Step 2 – Searching a device**

It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school/Trust-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

When searching a mobile device the following conditions should apply:

- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the Principal or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found you should consider whether to inform the police. As a general rule it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the pupil/person whose image has been distributed.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP [www.ceop.police.uk/ceop-report](http://www.ceop.police.uk/ceop-report), so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

### **Step 3 – What to do and not do with the image**

If the image has been shared across a personal mobile device:

- Confiscate and secure the device;
- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow pupils to view images or send, share or save them anywhere.

If the image has been shared across a school/Trust network, a website or social network:

- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

### **Step 4 – Who should deal with the incident?**

Whoever the initial disclosure is made to must act in accordance with the school/Trust safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident.

The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

### **Step 5 - Deciding on a response**

There may be a multitude of reasons why a pupil has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school/Trust it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:

- Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the pupil, e.g. they may need counselling support, immediate protection and parents must also be informed.

- Inform parents and/or carers about the incident and how it is being managed.

### **Step 6 – Contacting other agencies (making a referral)**

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police or referring the incident to CEOP.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

### **Step 7 – Containing the incident and managing pupil reaction**

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The pupil will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all pupils the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the pupils.

Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other pupils. The school/Trust, its pupils and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The pupils' parents should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for pupils in relation to the incident is very important.

### **Step 8 – Reviewing outcomes and procedures to prevent further incidences**

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils in the school/Trust.

Further information is available from the [NSPCC](#)

## APPENDIX 7

### RADICALISATION AND EXTREMISM

#### What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, **in all its forms**. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils;
- Assessing the risk of pupils being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;
- Training staff to provide them with the knowledge and ability to identify pupils at risk;
- Keeping pupils safe online, using effective filtering and usage policies.

#### Warning Signs/Indicators of Concern

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.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. 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.

Factors which may make pupils more vulnerable may include:

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; 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 pupil'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 pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying

- Domestic violence
- Race/hate crime

**Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:**

- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others
  - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
  - Partner schools, local authority services, and police reports of issues affecting pupils in other schools.

**Referral Process**

All concerns about young people vulnerable to radicalisation should be referred to the DSL in the first instance. The DSL will follow safeguarding procedures including:

- Talking to the young person about their behaviour/views/on-line activity/friends etc.;
- Discussion with parents/carers about the concerns;
- Checking out on-line activity, including social media if possible;
- Providing in-house support, if available;
- Providing Early Help targeted support if necessary.
- Refer to the Channel programme

## APPENDIX 8

### CRIMINAL EXPLOITATION – COUNTY LINES

#### What is County Lines?

County Lines is a very serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (e.g. London, Manchester, Liverpool etc.) to smaller towns and rural areas in order to make more money. This can have a really big effect on the community who live there and bring with it serious criminal behaviour.

The UK Government defines county lines as:

*County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.*

**Child criminal exploitation** is increasingly used to describe this type of exploitation where children are involved, and is defined as:

*Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.*

Criminal exploitation of children is broader than just county lines and includes, for instance, children forced to work on cannabis farms or to commit theft.

#### Crimes Associated with County Lines

##### Drugs

County lines commonly involves the illegal distribution and dealing of seriously dangerous drugs from one city/town to another. The most common drugs involved are heroin and cocaine (crack and powder), but also MDMA, cannabis, amphetamines and spice.

##### Violence

Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats, acid are sometimes used to make violent threats.

##### Exploitation

Gangs recruit and use children and young people to move drugs and money for them. Children as young as 11 years old are recruited, often using social media. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users.

##### Sexual Exploitation

Young girls are often groomed and forced into relationships with gang members and are made to perform sexual acts.

##### Signs to look out for

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs.

- Are they always going missing from school or their home?

- Are they travelling alone to places far away from home?
- Do they suddenly have lots of money/lots of new clothes/new mobile phones?
- Are they receiving much more calls or texts than usual?
- Are they carrying or selling drugs?
- Are they carrying weapons or know people that have access to weapons?
- Are they in a relationship with or hanging out with someone/people that are older and controlling?
- Do they have unexplained injuries?
- Do they seem very reserved or seem like they have something to hide?
- Do they seem scared?
- Are they self-harming?

### **Terms associated with County Lines**

Here are some words/terms that are commonly used when describing county lines activity. someone using these words might be involved in or might know of County Lines activity.

#### **Cuckooing**

Cuckooing is when drug gangs take over the home of a vulnerable person through violence and intimidation, using it as their base for selling/manufacturing drugs.

Signs of cuckooing:

- An increase in people coming and going
- An increase in cars or bikes outside
- Litter outside
- Signs of drugs use
- You haven't seen the person who lives there recently or when you have, they have been anxious or distracted.

#### **Going Country**

This is the most popular term that describes County Lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

#### **Trapping**

The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

#### **Trap House**

A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users) but sometimes young people are forced to stay in trap houses.

#### **Trap line**

This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

### **What to do if you have concerns a young person is involved in County Lines**

Follow your normal safeguarding procedures and refer to your school's DSL. The DSL will refer on to Children's Social Care and/or the Police, if the young person is at immediate risk of harm.

Further information is available in the regional guidance of the [West Midlands Child Protection Procedures](#).

Further guidance is available in the Home Office's publication '[County Lines: criminal exploitation of children and vulnerable adults](#)'.

## APPENDIX 9

### COVID 19 (during school closures)

Schools must have regard to the statutory safeguarding guidance, **keeping children safe in education** and should refer to the **coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance** and update safeguarding procedures in line with DfE updates.

Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

#### Online safety

**Coronavirus (COVID-19): keeping children safe online** - All schools and colleges should continue to consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the staff code of conduct should be followed. This policy should amongst other things include acceptable use of technologies, staff pupil/pupil relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools should, as much as is reasonably possible, consider if their existing policies adequately reflect that some children (and in some cases staff) continue to work remotely online. As with the child protection policy, in some cases an annex/addendum summarising key coronavirus related changes may be more effective than re-writing/re-issuing the whole policy.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#) published by the Safer Recruitment Consortium may help Trusts and schools satisfy themselves that their staff behaviour policies are robust and effective.

Schools should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Support for parents and carers to keep children safe from online harms**, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.
- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

**APPENDIX 10**

**Form 1: Logging a Concern about a Child's Safety and Welfare - Visitors**

Name:	D.O.B.	Year Group:
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Date:	Time:
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Signature:

Print name:

Position:

Note the reason(s) for recording the incident.

Details of concern/incident - record the who/what/where/when factually (continue on reverse of sheet if necessary):

Any other relevant information (witnesses, immediate action taken)

Action taken

Reporting staff signature ..... Date .....

DSL – Response/Outcome

DSL signature ..... Date .....

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

**PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD**