



# Safeguarding and Child Protection Policy and Procedures

Including:

-1.1 Preventing Extremism and Radicalisation  
Safeguarding  
Policy and Checklist

<b>Committee:</b>	<b>Trust Board</b>
<b>Approved on:</b>	July 2020
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## **1. Safeguarding and Child protection policy**

### **1.2 Appendices:** Documents to support the implementation of the policy

- A.** Categories of abuse. Recognising the signs and symptoms of abuse
- B.** Designated Safeguarding Lead (DSL)
- C.** CPOMS category Guide for Staff
- D.** Guidance for staff & volunteers and Safeguarding Code of Conduct
- E.** Information for parents
- F.** Designated Safeguarding Officer's flowchart
- G.** Allegations against a person who works with children and flow chart
- H.** Escalation Policy
- I.** Educating LAC and PLAC
- J.** Staffordshire Police- reporting CSE concerns form
- K.** Safer recruitment guidance
- L.** Risk Factor Matrix

### **In conjunction with this policy, please read:**

- Trust Code of Conduct
- Trust Complaints Policy
- Working together to safeguard children
- Safeguarding Children and Young People from Sexual Exploitation
- Mandatory Reporting of Female Genital Mutilation
- Managing allegations against staff
- Peer on Peer Abuse Policy
- RHSE policy
- E-Safety policy

## 1. Purpose of our Safeguarding policy

- That children<sup>1</sup> must be protected from harm at all times.
- Every child is valued, safe and happy and empowered to tell us if they are suffering harm.
- Parents and carers are supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.
- We encourage pupils to talk openly and to feel confident they will be listened to
- We recognise that all adults within the school, have a full and active part to play in protecting our pupils from harm and as such they will always exercise 'professional curiosity'. This is a whole school approach and everyone's responsibility.
- This document has regard to the statutory guidance [Working Together to Safeguard Children 2018](#) and [Keeping Children Safe in Education 2021](#). This policy is in keeping with [Stoke-on-Trent Safeguarding Children Board](#) policies and procedures and their respective workforce development and training strategies. It also reflects what the Stoke-on-Trent SCB consider to be safe and appropriate professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to cooperate under the [Children Act 2004](#) and takes account of the need for children to 'be healthy' and to 'stay safe'.
- If we discover or suspect a child is suffering harm, we will notify Stoke-on-Trent's Safeguarding Referral Team (SRT) or the Police in order that they can be protected if necessary. **See Appendix A for the categories of abuse / See Appendix D for contact details for SRT**
- The initial process would be to complete an Early Help Assessment if a child steps up to level 2 as referenced in the following policy and procedures
  - [Stoke-on-Trent Threshold Document for the Guide to Levels of Need](#)
  - This document also seeks to make the professional responsibilities clear to all staff,

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<sup>1</sup> For the purpose of this guidance, a child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday,

volunteers, temporary/supply staff and committee members to ensure that statutory and other duties are met in accordance with the Stoke-on-Trent Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with the policy.

- We will review our safeguarding children policy and procedures on a regular basis to make sure they are still relevant and effective.

## **2. Safeguarding and Promoting the Welfare of Children**

The definition for safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2018 is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes. This includes Young Carers, Previously Looked After Children and Looked After Children.

Where there is a safeguarding issue, the Academy will work in accordance with the principles outlined in the Stoke-on-Trent Safeguarding Children Board Interagency policies and procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded
- Each child is unique. We are child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs
- Children, parents and other carers are made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances. Parents will be advised about our Safeguarding

Policy on admission to our Academy (*e.g. in 'welcome' meetings*). The policy is also available on the website.

- If a child is at risk of significant harm, we have a duty to share information with Stoke on Trent Children's Social Care (CSC) or, other authorities as necessary.
- Personal information is usually confidential. It will only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis. For further guidance please refer to the Stoke-on-Trent Safeguarding Children Board's joint Information Sharing Guidance for Practitioners
- Professionals are mindful of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do, however this should not override the safety and welfare of the child.
- Explanations by professionals to children, their families and other carers are plainly stated and jargon-free. Unavoidable technical and professional terminology are explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence based research and effective supervision and evaluation.
- In order to gain the child's voice, Signs of Safety work may be completed with the child by a professional with whom the child has a good relationship. This will be done in a child-friendly way, and staff have received appropriate training in order to facilitate this.
- We deliver regular safety lessons, PSHE lessons and RHE (Relationships, Health Education) and teach the children about positive relationships, developing resilience, how to keep themselves safe in school and out of school, online safety and how to contribute to wider society.

- Early intervention in providing support services will utilise the Stoke-on-Trent Early Help Assessment (EHA) and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.
- **CHILDREN MISSING FROM EDUCATION**
- Our Academy recognises the need to ensure that pupils attend school regularly and protect those who may go missing from education. The academy will follow the policy and guidance issued by Stoke-on-Trent City Council on Children Missing from Education (CME) which can be found at:  
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[www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguardingchildren/education/education.en](http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguardingchildren/education/education.en)
- All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We have a duty to work with local authorities to establish the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. Following schools reopening after the coronavirus pandemic, all children are expected to attend, unless they are shielding as per medical advice and can provide appropriate evidence for this. In such cases, in order to fulfil our duty of care, we will ensure we keep regular contact via wellbeing telephone calls and door knocks.
- We will work collaboratively with the local authority (and other agencies where appropriate) to share information about attendance.
- If a registered pupil is continuously absent without explanation, or fails to return from a holiday, the academy will follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, door knocks, invitations to meetings at the academy etc.). If, after further enquiries, the child has not returned after a total of no more than two weeks, the matter will be referred to the Local Authority.
- Where parents request to Home Educate their child, we will endeavor to meet with them and Local Authority representatives before removing the child from our register.

This is to ensure parents know the implications of this, and to offer necessary support. If we have safeguarding concerns for any child whose parent wants to home educate, we will raise these concerns with Jo Softley, EHE officer for the LA.

- If a pupil suddenly ceases to attend without prior warning, and their whereabouts cannot be established, the academy will immediately notify the Local Authority. If there are any reasons to be concerned for the child's safety, including any past history of concern, this will be raised immediately as a referral under Safeguarding Children Board procedures.

## **FORCED MARRIAGE**

Our Academy recognises the need to protect children and young people against forced marriage. We will follow the Safeguarding Children Board procedure which can be found at:-

[http://webapps.stoke.gov.uk/uploadedfiles/D07\\_Forc ed\\_Marriage\\_No\\_v\\_15.pdf](http://webapps.stoke.gov.uk/uploadedfiles/D07_Forc ed_Marriage_No_v_15.pdf)

A clear distinction should be made between a forced marriage and an arranged marriage. A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties (and is therefore very different to an arranged marriage.) A forced marriage may be between children, a child and an adult, or between adults, and both males and females can be forced to marry against their will. In referring to children, we refer to both primary and secondary school age children. A forced marriage is considered to be domestic violence. One Chance Rule - Where there are concerns about forced marriage, we will not speak to the family as professionals may only have one chance to speak to a potential victim and we therefore must ensure that the appropriate intervention, response and support is initiated. Staff will pass any concerns immediately to the DSL and child protection procedures will be activated.

Further guidance advice and support can be found at: Forced Marriage Unit - Telephone: 020 7008 0151 or e-mail: [fm u@fco.gov.uk](mailto:fm u@fco.gov.uk)

## **PRIVATE FOSTERING**

The Academy recognises its duty to notify Children's Social Care if a child is living in a private fostering arrangement. Private fostering refers to a situation where a child or young person under 16 years of age (under 18, if they are disabled;) is being cared for by someone other than a parent or close relative for 28 days or more. (Close relatives are defined as grandparents, aunty, uncle or older sibling.) Carers may be members of the extended family (e.g. cousin, great aunt), friends of the

family, or someone the child doesn't know. This can include children sent from abroad to stay with family members, teenagers who may be living with the family of a friend, boyfriend or girlfriend and those living short term with host families while they take a course of study. All Academy staff are responsible for asking questions to clarify family arrangements if there is a change of living arrangements / person caring for the child; or if the relationship between the child and carer of the living arrangements are unclear, confusing or concerning. If a member of staff becomes aware that a pupil may be living in a Private Fostering arrangement, they will report this without delay to the DSL. The DSL will encourage the parent/ carer to inform the Local Authority. Additionally, we will report the private fostering arrangements to the Local Authority by contacting the Safeguarding Referral Team on 01782 235100.

### **3. Thresholds for Intervention**

#### **Universal**

All staff will be vigilant and follow the robust procedures in place. Children will be placed on the vulnerable register following any concerns under the CPOMS category of Watching Brief.

Further concerns will be recorded in order to offer support in the form of an Early Help.

#### **Early Help: Stoke-on-Trent Early Help Assessment (EHA)**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. A Stoke-on-Trent Early Help Assessment is initiated when welfare concerns are raised in relation to the child and their family. This will also be done when the support of more than one additional agency is needed in order to meet the child/family's needs.

Staff will discuss children who appear to have additional needs with the DSL (Designated

Safeguarding Lead) or Early Help champion/lead, the child and parents/carers. **See Appendix**

**F: Flowchart.** We obtain parental consent as part of the Early Help Assessment. Please refer



to Stoke on Trent [Threshold Criteria for the Guide to Levels of Need for Children, Young People and Families](#) and the Joint SCB [Information sharing guidance for practitioners](#) for clarity over what you should do if consent is refused. We keep a record of when Early Help is offered and refused. The child is placed on the vulnerable register.

Whenever an Early Help Assessment is initiated we inform the Early Help team. They will keep a record of when this was started, why and who is involved. If at a later stage, it is felt that the support of more than one additional agency is needed in order to meet the child/family's needs then we agree who is best placed to provide this support.

#### **4. When concerns reach the threshold of Child in Need (S17 of the Children Act 1989) (Multiple/ Complex needs)**

A 'Child in Need' referral is considered where the needs of the child are unlikely to be met under an Early Help Assessment, such as a child with complex disabilities, when a social work led assessment is required. In Stoke-on-Trent this is called a Child and Family Assessment.

Section 17 of the Children Act says that an assessment for services is undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL (Designated Safeguarding Lead) considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / carers and the child where appropriate and obtain their consent for referral to Children's Advice and Duty Service (ChAD)

	<p><b>Consent:</b> Whilst professionals should in general discuss any concerns with the child, their parent/carers and where possible seek their agreement to making referrals to ChAD, <b>this should only be done where such discussion and agreement seeking will not place the child or others at increased risk of suffering significant harm. Consent / agreement is not required for child protection referrals;</b> however you, as the referring professional, would need to where possible discuss with/inform parents or carers that you are making a referral as stated above, <b>unless</b> by alerting them you could be putting that child or others at risk</p>
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- In the few cases where parents / carers have expressed an unwillingness to agree to the assessment process, the MASH consultation line (for StokeonTrent) will help to manage this difficulty.
- Staff are invited to participate in Child in Need (CIN) meetings convened by CSC when children are deemed to require section 17 services.
- Some children in 'acute need' (see SSCB Threshold guidance/ [Stoke-onTrent Guide to the levels of Need](#)) may require Child in Need Section 17 support.

#### **Significant needs – Section 47- Child Protection**

- Children who are at risk of significant impairment to physical, mental and/or health and development or where this is a clear risk of significant harm despite targeted intervention.
- Actual or allegations of abuse - physical, sexual, emotional or neglect. (Children who fall into this category will always need an immediate referral to Children's Social Care and/or the Police) and the agency's child protection procedures must be followed.
- Children who are looked after.
- Disabled children with acute or highly complex needs, e.g. requiring frequent or continual day and night support, supervision and care, degenerative/terminal illness, severe challenging behavioural problems as a result of disability,

substantial risk of family breakdown. Parents of disabled children who can provide reasonable care but need support to provide more specialised parenting/caring. Substantial risk to the carer's ability to sustain some key aspects of their caring role.

## 5. Making referrals

- Where a child is registered at our Academy, consultation must take place with one of the DSLs (Designated Safeguarding Leads) who will be the most appropriate person to initiate any referral. Concerns are recorded on CPOMS and the appropriate staff members are alerted to these concerns. This allows for prompt action to be taken in order to safeguard the child. For staff without access to CPOMS, a written concern form is completed and is then given to the DSL (Designated Safeguarding Lead) who will then make the decision whether a referral is needed to the ChAD Team; the child's existing social worker or implement an Early Help Assessment. If the child lives outside of Stoke-on-Trent, the matter will be referred by the DSL to the relevant Children's Social Care team in the area where the child resides.
- As per statutory government guidance 'Working Together to Safeguard Children 2018' **anybody** can make a referral. However, due to the role of the DSL (Designated Safeguarding Lead) this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the DSL or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact ChAD (See Appendix F for contact details) to discuss concerns or follow the Early Help Assessment. In these circumstances, the DSL must be informed about the referral as soon as possible.

## 6. Safeguarding Children policy and procedure for the Academy

1. There is a named person for safeguarding who will be responsible for dealing with any concerns about the safety and welfare of children. This person is the Executive Principal. For further details of their role please see **Appendix B**.

2. All staff and volunteers will be carefully selected and vetted to try and ensure they do not pose a risk to children or vulnerable adults (**See Appendix D**). Those staff and volunteers who are involved in regulated activity with children, young people and vulnerable adults will be checked through the [Disclosure and Barring Service](#) (DBS)<sup>2</sup>.

Please see Appendix K- Safer recruitment policy, and either

[SSCB Inter Agency procedure 2C – ‘Recruitment and Selection for All’](#) or [StokeonTrent Safe Recruitment, Selection and Supervision \(B03\)](#) [www.safeguardingchildren.stoke.gov.uk](http://www.safeguardingchildren.stoke.gov.uk)

All staff and volunteers will receive an induction and basic training in line with [Working Together 2018](#) and the respective Safeguarding Children Board training strategies<sup>3</sup>. This will include information on recognising where there are concerns about a child, where to get advice and what to do if no one seems to have taken their concerns seriously. All staff are required to read part 1 of Keeping Children Safe in Education 2021 prior to starting at our academy and to complete online Level 1 Safeguarding training.

1. We make our Academy a safe and caring place for children to be by having a code of conduct for staff and users. This will be given to all staff and users and they will be expected to comply with it. See **Appendix D**. Where safeguarding concerns are disclosed regarding adults working with children, referral to the LADO will be made. As per KCSiE 2021,, this now includes supply staff, and we will keep their supply agency fully informed. **See Appendices F and G**
2. All information pertaining to safeguarding children policy and procedure and child protection is made available to all users via the Academy website, and is displayed in the Academy reception area. See **Appendix E**

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<sup>2</sup> The DBS was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA)

<sup>3</sup> For advice on training please refer to [www.safeguardingchildren.stoke.gov.uk](http://www.safeguardingchildren.stoke.gov.uk)

**3. There is a complaints procedure, see [separate Complaints Policy](#)**

**RECORD KEEPING**

Good record keeping is an important part of the Academy's accountability to pupils and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children. Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take. The DSL will ensure that records are maintained appropriately for pupils with safeguarding concerns and that standalone files are created and maintained in line with requirements of the above guidance. The majority of this information is now stored securely on CPOMS, which the DSL has access to at all times to ensure information is recorded appropriately, and that prompt action is taken to ensure the wellbeing of every child.

**ONLINE SAFETY**

In our academies we understand what powerful resources the internet, email and electronic devices are, however, we recognise the importance of teaching children about the knowledge and behaviours that can help them navigate the online world safely. We aim to do this through a broad and balanced curriculum, through regular safety lessons, and incidentally as the topic arises. Pupils will be taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others, and knowing how to recognise and display respectful online behaviours. Any pupil can be vulnerable online, however, some (e.g. LAC, young Carers, or those with a disability) are more susceptible to online harm, and may have less support in place. Where concerns arise around the inappropriate use of technology, staff will log their concerns with the DSL who will follow the necessary procedures in order to help keep our pupils safe. For further information please see [Teaching Online safety in school](#) (June 2019 guidance) and our E safety policy on the academy website.

**Hoaxes and challenges:**

A hoax is a deliberate lie designed to seem truthful, and online challenges generally involves users recording themselves taking a challenge, and then distributing this video through social media platforms, daring others to complete the same challenge. We will teach our children to critically identify and respond to dangerous or harmful content, and question whether or not they can trust what they see or hear online. We actively share information for parents and carers about online safety and encourage them to discuss this with their child. If concerns around hoaxes or challenges are raised, we will follow a case-by- case approach to establish to scale and nature of the possible risks. We will promote what 'good

online behaviour' looks like. If we are worried a child has been harmed, or is at risk of harm, due to online content, we will follow our usual safeguarding processes.

## **7. Preventing Radicalisation and Extremism Policy and Checklist    Introduction**

Our Academy is committed to providing a secure environment for pupils, where they feel safe and are kept safe, and all adults who work here recognise that safeguarding is everyone's responsibility, irrespective of the role they undertake and whether or not their role has direct contact or responsibility for children and young people.

### **Definitions**

**Ideology** - a set of beliefs.

**Extremism** - a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

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

**Terrorism** - an action that endangers or causes serious violence damage or disruption and is intended to influence the Government or to intimidate the public and is made with the intention of advancing a political, religious or ideological cause.

### **Guidance and Legislation**

The Preventing Extremism and Radicalisation Safeguarding Policy draws upon the guidance contained in:-

- Stoke-on-Trent Safeguarding Children Board procedures
- Keeping Children Safe in Education; DfE: Sept 2021
- Tackling Extremism in the UK; Prime Ministers Taskforce: December 2013
- Teaching Approaches that help Build Resilience to Extremism among Young People; DfE 2011
- Report into Allegations Concerning Birmingham Academy's Arising from Trojan Horse Letter; Peter Clarke: July 2014.
- Promoting Fundamental British Values as part of SMSC in Academy's; Nov 2014

- OFSTED School Inspection Handbook
- [Prevent duty guidance](#)

In adhering to this policy and the procedures therein, staff and visitors will comply with our statutory duties to:-

- Safeguard and promote the welfare of all children as set out in s175 and s157 of the Education Act 2002.
- Contribute to the delivery of the outcomes for all children, as set out in s10 (2) of the Children Act 2004.
- Have due regard to the need to prevent people from being drawn into terrorism, as set out in s26 of the Counter-Terrorism and Security Act 2015.

### **Academy Ethos and Practice**

Our Academy recognises the Government's concern that the UK continues to face a threat from terrorism. One security concern is the potential for British citizens and residents to become radicalised and commit acts of violence or terrorism. Violent Extremism is defined by the Crown Prosecution Service (CPS) as:

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

- *Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;*
- *Seek to provoke others to terrorist acts;*
- *Encourage other serious criminal activity or seek to provoke others to serious criminal acts;*
- *Foster hatred which might lead to inter-community violence in the UK."*

Our Academy is a safe place where pupils can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens. However, there is no place for extremist views of any kind in our Academy, whether from internal sources - pupils, staff or governors; or external sources - Academy community, external agencies or individuals.

As an Academy we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.

We also recognise that if we fail to challenge extremist views we are failing to protect our pupils.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and accept difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age, which emanate from a variety of sources, including the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Positive Behaviour Policy including Anti Bullying and Physical Restraint and the Code of Conduct for staff – Classroom Handbook

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether to a Prohibition Order is warranted.

**As part of wider safeguarding responsibilities Academy staff will be alert to:-**

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of the Academy, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.



- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner Academies, local authority services, and police reports of issues affecting pupils in other Academies or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, sexuality, ethnicity or culture.
- Attempts to impose extremist views or practices on others.

Our Academy will closely follow any locally agreed procedure as set out by the Local Authority and the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### **Teaching Approaches**

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our Academy, this will be achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the

Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We will ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills.

We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches as appropriate, so as to address specific issues to become even more relevant to the current issues of extremism and radicalisation. In doing so we will apply the 'key ingredients' for success following the three broad categories of:-

- Making a connection with young people through good [teaching] design and a pupil centred approach.
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our Academy so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

This will work in conjunction with our Academy's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:-

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focussed educational programmes

We will also work with local partners, families and communities in our efforts to ensure our Academy understands and embraces our local context and values in challenging extremist views, and to assist in the broadening of our pupil's experiences and horizons.

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly affected by extremist materials or influences, we will ensure that that pupil is offered support through referral to Stoke-on-Trent Channel Panel – see section 13.

We will promote the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect difference, especially those of different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

### **Use of External Agencies and Speakers**

- We encourage the use of external agencies or speakers to enrich the experiences of our pupils. However, we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.
- Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in opposition to, the Academy's values and ethos. We must be aware that in some instances, the work of external agencies may not directly be connected with the rest of the Academy's curriculum so we need to ensure that this work is of benefit to pupils.
- Our Academy will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:-
  - Any messages communicated to pupils are consistent with the ethos of the Academy and do not marginalise any communities, groups or individuals.
    - Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
    - Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
  - Activities are matched to the needs of pupils.
  - Activities are carefully evaluated by the Academy to ensure that they are effective.
    - We recognise, however, that the ethos of our Academy is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.
    - Therefore, by delivering a broad and balanced curriculum, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves, where appropriate to their age and ability; but also to help pupils develop the critical thinking skills needed to engage in informed debate

## **Whistle Blowing**

Where there are concerns of extremism or radicalisation, pupils and staff are able to discuss this with the Designated Safeguarding Lead. If, for any reason they feel unable to do this, then they are able to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Academy Whistle Blowing Policy.

## **Child Protection**

- Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.
- Staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect.

For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with; or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive.) Therefore, all adults working at the Academy (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead.

## **Role of the Designated Safeguarding Lead (DSL)**

The DSL is a member of the Senior Leadership Team of the Academy. The Deputy DSL is the Safeguarding and Attendance Officer. The role of the DSL is set out in our Safeguarding and Child Protection Policy.

- The DSL is the focus person who Academy staff, and others, may come to if they have concerns about an individual child's safety or well-being, and they are the first point of contact for external agencies.
- The DSL is also the person who leads on concerns regarding extremism or radicalisation. Where there are concerns regarding extremism and radicalisation, the DSL will liaise with Stoke-on-Trent Channel Coordinator and make referrals where appropriate following the Channel Referral Guidance for Partners.

## **Training**

- Whole Academy training on Safeguarding and Child Protection will be organised for staff and governors at least every three years. This training should be approved by the Local Safeguarding Children Board and will, in part, include training on extremism and radicalisation and its safeguarding implications.
- The DSLs will attend training courses as necessary and the appropriate inter-agency training organised by the Local Safeguarding Children Board at least every two years. Again this will include training on extremism and radicalisation and its safeguarding implications.
- For information regarding training on Challenging Extremism see SCB website  
<http://www.safeguardingchildren.stoke.gov.uk/ccm/navigation/professionals/training/> or contact [sarah.dyer@stoke.gov.uk](mailto:sarah.dyer@stoke.gov.uk).

## **Recruitment**

- The arrangements for recruiting all staff, (permanent, temporary and volunteers;) to our Academy will follow statutory guidance in Keeping Children Safe in Education 2021. All staff are required to read Parts 1 and 5 of this document as a minimum, and sign to confirm they have done so.
- We will apply safer recruitment best practice principles and sound employment practice in general, which include, but are not limited to, ensuring that DBS checks are made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.
- We will be alert to the possibility that persons may seek to gain positions within our Academy so as to unduly influence our Academy's character and ethos. We are aware that such persons seek to limit the opportunities for our pupils thereby rendering them vulnerable to extremist views and radicalisation as a consequence.
- Therefore, by operating safer recruitment best practice and by ensuring an ongoing culture of vigilance within our Academy, we will minimise the opportunities for extremist views to prevail.

## **Role of Governing Body**

- The Governing Body of our Academy will undertake appropriate training to ensure that they are clear about their

role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

- The Governing Body of our Academy will support the ethos and values of our Academy and will support the Academy in tackling extremism and radicalisation.
- In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our Academy website to promote transparency.
- In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2021' the governing body will challenge the Academy's senior leadership team on the delivery of this policy and monitor its effectiveness.
- Governors will review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

### **Stoke-on-Trent PREVENT Programme**

The Prevent Programme is Stoke-on-Trent's response to the Government's [national counterterrorism strategy](#), which aims to stop people being drawn into or supporting terrorism. The national strategy focuses on three key areas which are:-

- respond to the ideological challenge of terrorism and the threat from those who promote it
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support
- work with sectors and institutions where there are risks of radicalisation that we need to address

### **Stoke-on-Trent's Prevent Programme is designed to:-**

- divert vulnerable individuals away from the radicalisation process and ensure that they are given the appropriate advice and support through local safeguarding structures
- deter extremist groups from creating disharmony, division and spreading hate
- keep the majority safe from the few who seek to harm others
- ensure that sectors and institutions develop an appropriate response to tackle extremism
- ensure that media and wider public recognise that the illegal or extreme actions of a few individuals from a particular

background do not reflect the values and views of others with the same background, faith or belief

- ensure that the reputation of the city and its residents is maintained and enhanced.

For further information about Stoke-On-Trent's Prevent Program please contact Iftikhar Ahmed, Community Cohesion Manager, Stoke-On-Trent City Council, or Shahzad Tahir, Prevent Co-ordinator on 01782 238771.

## **Channel Panel**

Stoke-on Trent has a multi-agency group – the Channel Panel, to provide support to people at risk of being radicalised, recognising that the radicalisation of vulnerable children and adults is a safeguarding issue. The Channel Panel is chaired by a senior Safeguarding Manager from Stoke-on-Trent City Council.

The objectives of the Channel Panel are :-

- to identify individuals at risk of being drawn into violent extremism
- to assess the nature and extent of that risk
- to develop the most appropriate support for the individuals concerned.

**It is important to trust your professional judgement - if you are concerned that someone is at risk of getting involved in extremism, you should discuss this with your DSL without delay.**

The DSL will liaise with the Channel Co-ordinator at Staffordshire Police Prevent Team to discuss and make a referral if necessary. When a referral is received, the Channel Coordinator will, in partnership with other safeguarding professionals, investigate further to assess the nature and extent of the risk and develop the most appropriate support package for the individual concerned.

**Staffordshire Police Prevent Team can be contacted on:- Tel: 01785 238239 or 01785 233109**

Email: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

## **Appendix A**

### **Categories of Abuse** **Recognising the Signs and Symptoms of Abuse**

We expect all staff need to familiarise themselves with these definitions. All our staff are trained to at least level 1.

*Working Together to Safeguard Children 2018 defines the main categories of child abuse, which is also used for the purposes of drawing up child protection plans for children at risk of harm. The categories are as follows:*

#### **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);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or



- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **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 (Fabricated or induced illness, FII). Female Genital Mutilation (FGM) is also a form of physical abuse. For further information, please refer to 'Mandatory Reporting of Female Genital Mutilation – procedural information'.

### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **CHILD SEXUAL EXPLOITATION (CSE)**

ESPRIT Multi Academy Trust recognises the need to protect children and young people from sexual exploitation. We will follow the Safeguarding Children Board procedure which can be found at:-

[http://webapps.stoke.gov.uk/uploadedfiles/D14\\_Child\\_Sexual\\_Exploitation\\_Sept\\_14.pdf](http://webapps.stoke.gov.uk/uploadedfiles/D14_Child_Sexual_Exploitation_Sept_14.pdf)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. CSE may sometimes involve violent, humiliating and degrading sexual assaults. Children may be persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Child sexual exploitation doesn't always involve physical contact and can happen online. We will use the Sexual Exploitation Risk Factor

Matrix to identify pupils at low, medium or high risk of sexual exploitation. The Matrix can be found at section 14 – link below:- [www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionalsfolder/procedure-manuals/d---cyp-specific-circumstances.en](http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionalsfolder/procedure-manuals/d---cyp-specific-circumstances.en)

Pupils will be referred to the CSE Panel if deemed appropriate, following completion of the Risk Factor Matrix. We will also share information with Staffordshire Police Child Exploitation Team to contribute to their intelligence gathering to prevent and detect cases of CSE; so even apparently minor pieces of information should be given to the DSL.

The following local agencies may be contacted to support children and young people:- Base 58 - a specialist project supporting children at risk of, or experiencing sexual exploitation. Tel:- 01782 286862 or email: [info@brighter-futures.org.uk](mailto:info@brighter-futures.org.uk)

Savanna - a specialist project supporting people of all ages who have experienced or been affected by any sort of sexual violence. Tel:- 01782 433204 or email: [info@savana.org.uk](mailto:info@savana.org.uk)

### **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.

Peer on peer abuse: (see full policy for in-depth information and processes)

All staff should be aware that children can abuse other children. This is most likely to include, but is not limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or other physical harm
- Sexual violence, such as rape, assault by penetration or sexual assault
- Sexual harassment
- Upskirting (this involves taking a photograph of another person under their clothing for the purpose of self-gratification or to cause the victim humiliation)
- Sexting

### **Serious violence**

All staff should be aware of indicators that may signal a pupil is at risk from, or involved in serious violent crime. These signs include periods of absence, a change in friendships, change in behaviour, signs of self-harm, unexplained gifts and a decline in performance. Any concerns should be brought to the attention of the DSL who will follow Local Safeguarding Board Procedures.

### **Contextual Safeguarding:**

Staff should be aware of wider factors outside of the academy that may affect a pupil's behaviour, safety and welfare. These factors need to be considered when making assessments about whether they are a threat to the child's safety and welfare. It is vital that all available information is shared in a referral to Children's Social Care that would enable them to take any contextual safeguarding into account when they make judgements or recommendations about a child.

### **Signs and Symptoms of Abuse**

There is no clear dividing line between one type of abuse and another. The following section is divided into four areas to help categorise what may be seen or heard. Children/young people may show symptoms from one or all of the categories. This should not be used as a checklist. Workers and volunteers should be aware of anything unusual displayed by the child.

	<ul style="list-style-type: none"> <li>• Bruise marks consistent with either straps or slaps</li> </ul>
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<b>PHYSICAL SIGNS OF ABUSE</b>	<ul style="list-style-type: none"> <li>• Undue fear of adults - Fear of going home to parents or carers</li> <li>• Aggression towards others</li> <li>• Unexplained injuries or burns – particularly if they are recurrent and especially in non-mobile babies</li> <li>• Any injuries not consistent with the explanation given for them</li> <li>• Injuries that occur to the body in places which are not normally exposed to falls, rough games, etc.</li> <li>• Reluctance to change for, or participate in games or swimming</li> <li>• Bruises, bites, burns, fractures etc. which do not have an accidental/ satisfactory explanation Cuts/scratches/substance abuse</li> <li>• Hitting (with the hand or implement) smacking, punching, kicking, slapping, twisting/pulling ear, hair or fingers, holding/squeezing with a tight grip, biting, and burning</li> <li>• Fabricated illness –see SSCB website for the procedure inc signs and symptoms</li> </ul>
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<b>NEGLECT</b>	<ul style="list-style-type: none"> <li>• Exposure to danger/lack of supervision</li> <li>• Neglect - under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc.</li> <li>• Injuries that have not received medical attention</li> <li>• Inadequate/inappropriate clothing</li> <li>• Constant hunger</li> <li>• Poor standards of hygiene</li> <li>• Untreated illnesses</li> <li>• Persistent lack of attention, warmth or praise</li> </ul>
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<b>EMOTIONAL SIGNS OF ABUSE</b>	<ul style="list-style-type: none"> <li>• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clinging. Also depression/ aggression, extreme anxiety</li> <li>• Nervousness, frozen watchfulness</li> <li>• Obsessions or phobias</li> <li>• Sudden under-achievement or lack of concentration</li> <li>• Inappropriate relationships with peers and/or adults</li> <li>• Attention-seeking behaviour</li> <li>• Persistent tiredness</li> <li>• Running away/stealing/lying</li> <li>• Humiliating, taunting or threatening a child whether in front of others or alone.</li> <li>• Persistent lack of attention, warmth or praise.</li> <li>• Shouting/yelling at a child</li> <li>• Radicalisation – use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others.</li> </ul>
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<b>INDICATORS OF SEXUAL ABUSE</b>	<ul style="list-style-type: none"> <li>• Language and drawing inappropriate for age.</li> <li>• Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour</li> <li>• Regularly engages in age inappropriate sexual play      Sexual knowledge inappropriate for their age</li> <li>• Wariness on being approached</li> <li>• Soreness in the genital area or unexplained rashes or marks in the genital areas</li> <li>• Pain on urination</li> <li>• Difficulty in walking or sitting</li> <li>• Stained or bloody underclothes</li> <li>• Recurrent tummy pains or headaches</li> <li>• Bruises on inner thigh or buttock.</li> <li>• Any allegations made by a child concerning sexual abuse</li> <li>• Sexual activity through words, play or drawing</li> <li>• Child who is sexually provocative or seductive with adults</li> <li>• Inappropriate bed-sharing arrangements at home</li> <li>• Severe sleep disturbances with fears, phobias, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations</li> <li>• Eating disorders - anorexia, bulimia</li> <li>• Unaccounted sources of money</li> <li>• Telling you about being asked to 'keep a secret' or dropping hints or clues about abuse.</li> </ul>
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Remember- Signs and symptoms often appear in a cluster, but also many of the indicators above may be caused by other factors- if in doubt check it out. The most important factor is a report by the child

### **FEMALE GENITAL MUTILATION (FGM)**

Our Multi Academy Trust recognises its duty to protect children and young people against the practice female genital mutilation and to immediately report to the police, under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) where it is known that FGM has been carried out on a child. We will follow the Safeguarding Children Board procedure which can be found at:-

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguardingchildren/professionals/der/procedure-manuals/f-vulnerable-cyp.en>

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally; they may appear anxious, depressed and emotionally withdrawn; present a sudden decline in her performance, aspirations or motivation.

Our staff will be vigilant to look for signs that may indicate FGM is planned. These include:

- Child talking about getting ready for a special ceremony, procedure or celebration either abroad or in the UK;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (examples include Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan;)
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going to be 'cut'
- Child talks about preparing for marriage or preparing to become a woman; (NB – families travelling abroad for long holidays is not in itself unusual, and not all families from the above named countries will practice FGM.)

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the peers;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

Where a member of staff sees one or more of these indicators, or otherwise has cause for concern, this information will be recorded and passed on without delay to the DSL following usual safeguarding procedures. Multi-agency statutory guidance on female genital mutilation can be found at:- <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

NSPCC FGM helpline can be contacted on 0800 028 3550 or use the NSPCC email address to request support at: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

## **APPENDIX B**

### **DESIGNATED SAFEGUARDING LEAD (DSL)**



- The Academies have a dedicated person to take responsibility for safeguarding matters including allegations about a person who works with children. **See Appendix I – Designated Safeguarding Officers flowchart.**
- They will be selected by the Academy Principal in consultation with the Trustees.

**Designated Safeguarding Leads will:**

- Develop a culture of listening to children and taking account of their wishes and feelings.
- Support other professionals to recognise and respond to the needs of children including rescue from possible abuse or neglect.
- Promote safe recruitment practices for individuals whom the Trust will permit to work regularly with children, including policies on when to obtain a Disclosure and Barring Service (DBS) check.
- Ensure that staff have the appropriate level of supervision and support, including undertaking safeguarding training (in line with their respective Stoke-on-Trent Safeguarding Children Board training strategy).
- Ensure that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported when they do.
- Act as a source of advice on all safeguarding matters and seek further advice and guidance from local statutory agencies as and when required, including our Better Together social worker.
- Ensure that a record is kept of any concerns about a child or person working with them and of any conversation or referrals to statutory agencies.

- Conduct regular audit activity to ensure the Trust is working in line with current practice

#### **APPENDIX C- CPOMs Categories Guide**

<b>Category/ Sub-category</b>	<b>Guidance</b>
<b><u>Accident/Near Miss</u></b>	To be completed when an accident or near miss form is completed within school. The completed form should be scanned and uploaded to the incident before being added to SAFO box for further investigation. Nick Moss is automatically alerted to these.
<b><u>Arrears</u></b>	To be completed initially by the office team where a family is in arrears for lunches, trips etc. This can then be added to if the class teacher or year group support has followed this up with parents etc.
<b><u>Attendance</u></b> Attendance Clinic Door knock EWO Referral Legal Action Parental Letter Penalty warning notice Punctuality Late collection	Generally completed by SAO
<b><u>Behaviour Incident form</u></b> Distraction (de-escalation) Emotion Coaching (de-escalation) Ignoring questioning (de-escalation) Allowing personal space (deescalation) Choices (de-escalation) Limit setting (de-escalation) Reflection time (de-escalation)	Subcategories should be selected according to the support/provision that has been implemented.  The following elements must be included in the incident record  Duration of incident Antecedent Behaviours displayed Consequence  Who the form has been shared with (Class Teacher, Inclusion, SLT and parents)

<b><u>Behaviour support</u></b> Stage 2  Stage 2 ceased	To be added as a sub category when a Stage 2 chart is implemented. The start date of this must be accurate. Parental meeting notes and behaviour charts should be uploaded weekly.
	To be used as a sub category when a stage 2 chart has been reviewed with parents and is no longer needed
Stage 3	To be added as a sub category when a Stage 3 plan is implemented. The start date of this must be accurate, including all provision and targets.
Stage 4	To be added as a sub category when Stage 4 intervention is required.
Letter B	To be added when a Letter B is sent out to a child/parent.
Letter B+	To be added when a Letter B+ is sent out to a child/parent.
Letter C	To be added when a Letter C is sent out to a child/parent.
Letter D	To be added when a Letter D (invite to panel) is sent out to a child/parent.
Behaviour panel meeting	To be added when a Behaviour Panel meeting is held with parents. Notes from the meeting will be uploaded following the meeting in the form of an outcome letter.
<b><u>Bullying</u></b> Bullying allegation form  Cyberbullying Physical Bullying Racist Bullying Sexual Harassment Verbal Bullying	<p>The usual process for bullying allegations should be followed when a child or a parent makes any allegation of bullying. The completed notes should be scanned and uploaded to the incident.</p> <p>Bullying that takes place on line.</p> <p>Behaviour that causes harm (physically or emotionally) over time - hitting, pushing, kicking etc.</p> <p>Behaviours over a period of time that are due to or are believed to be due to the colour of a person's skin. This can be in the form of physical, verbal or cyber bullying.</p> <p>Repeated unwanted sexual behaviours or attention. This can be physical, verbal or cyber bullying.</p> <p>Behaviour that hurts someone else, including name calling, spreading rumours, threatening or undermining someone over a period of time</p>
<b><u>Cause for Concern</u></b>	This category will be selected for all concerns about children (replacing the concern form)

Child Missing in Education (CMIE) CSE	<p>This sub category will generally be used by HSLW's.</p> <p>Children may:</p> <ul style="list-style-type: none"> <li>• go missing from home, care or education.</li> <li>• be involved in abusive relationships, intimidated and fearful of certain people or situations</li> <li>• hang out with groups of older people, or antisocial groups, or with other vulnerable peers</li> <li>• associate with other young people involved in sexual exploitation</li> <li>• get involved in gangs, gang fights, gang membership</li> <li>• have older boyfriends or girlfriends</li> </ul>
Domestic Violence	<ul style="list-style-type: none"> <li>• spend time at places of concern, such as hotels or known brothels</li> <li>• not know where they are, because they have been moved around the country</li> <li>• be involved in petty crime such as shoplifting</li> <li>• have unexplained physical injuries</li> <li>• have a changed physical appearance, for example lost weight.</li> </ul>
Emotional	<p>Children may:</p> <ul style="list-style-type: none"> <li>• become aggressive</li> <li>• display anti-social behaviour</li> <li>• suffer from depression or anxiety</li> <li>• not do as well at school - due to difficulties at home or disruption of moving to and from refuges</li> </ul>
FGM	<p>Younger children may:</p> <ul style="list-style-type: none"> <li>• be overly-affectionate towards strangers or people they haven't known for very long</li> <li>• lack confidence or become wary or anxious</li> <li>• not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.</li> <li>• be aggressive or nasty towards other children and animals.</li> </ul> <p>Older children may:</p> <ul style="list-style-type: none"> <li>• use language, act in a way or know about things that you wouldn't expect them to <a href="#">know for their age</a></li> <li>• struggle to control strong emotions or have extreme outbursts</li> <li>• seem isolated from their parents</li> <li>• lack social skills or have few, if any, friends.</li> </ul>



Sexual	<p>Children may:</p> <p><b>Stay away from certain people</b></p> <ul style="list-style-type: none"> <li>they might avoid being alone with people, such as family members or friends</li> <li>they could seem frightened of a person or reluctant to socialise with them.</li> </ul> <p><b>Show sexual behaviour that's inappropriate for their age</b></p> <ul style="list-style-type: none"> <li>a child might become sexually active at a young age</li> <li>they might be promiscuous</li> <li>they could use sexual language or know information that <a href="#">you wouldn't expect them to</a>.</li> </ul> <p><b>Have physical symptoms</b></p> <ul style="list-style-type: none"> <li>anal or vaginal soreness</li> <li>an unusual discharge</li> <li>sexually transmitted infection (STI) <sup>?</sup> pregnancy.</li> </ul>
Forced Marriage	<ul style="list-style-type: none"> <li>Forced marriage is when a child/young person faces physical pressure to marry e.g. they are being threatened with physical or sexual violence or emotional and pressure and are being made to feel like they're bringing shame on the family if they don't do what the family wants them to do</li> </ul> <p>Acts to be aware of:</p> <ul style="list-style-type: none"> <li>Taking someone overseas to force them to marry (whether or not the forced marriage takes place)</li> </ul>
Incident at home	<p><sup>?</sup> Marrying someone who hasn't got the ability to consent to the marriage (possibly due to mental health reasons)</p> <p><sup>?</sup> To be used for any incidents where a child presents with an injury from home, or where a parent communicates something has happened at home</p>
<u><b>Child Contact</b></u> Conversation Direct work Signs of Safety	External agencies may request that a staff member with a good relationship with the child completes some direct work, signs of safety or has a conversation with the child. This would be added to CPOMs as soon as it is completed. Guidance can be gained from the person requesting the work, e.g. HSLW, Safeguarding officer, Inclusion team.
<u><b>Child in Need (CIN)</b></u> Action plans Meeting Minutes	This will be completed by HSLW/Safeguarding team

<b><u>Child Protection</u></b> Conference meeting Core group meetings CP plan	This will be completed by HSLW/Safeguarding team
<b><u>Communication (internal)</u></b> Email Face to Face Conversation Meeting	This category would be selected when completing internal communication, e.g. Inclusion drop in clinic.
<b><u>Community incidents</u></b>	To be added as a category where an incident involves the community, e.g. a family dispute that has been in the community and school, an accident near to the school. This would need to be “connected” to a child/family within the school.
<b><u>Contact with External Agency</u></b> CAF Email Face to Face Conversation Lateral checks Letter Meeting Referral Report Telephone Call	Any contact with external agencies should be recorded as an incident, giving detail of the content of discussion etc. using the sub categories.
<b><u>CSE</u></b> Matrix Police Referral	This will completed by the safeguarding team.

<b><u>Discriminatory and Prejudiced Behaviour</u></b> Derogatory Language     Disability	Comments that are insulting or disrespectful. Any comments that causes offence or are belittling (making someone feel less than they are), e.g. you’re fat, you smell like curry, you’re stupid, you’re a pussy etc.  When a person is treated less well or put at a disadvantage for the reason that related to their disability, e.g. isolating from a game, making comments about the disability, name calling etc.
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Homophobic/Transphobic/Bi-phobic	When a person is treated less well due to their sexual orientation, including the use of derogatory words – gay, bi, lesbian, lemon, fruit basket, camp etc.
Racist	The use of language or physical behaviour that is targeted at another person due to or believed to be due to the colour of their skin.
Sexist	Negativity towards a person or a person's activities solely due to their gender, e.g. you can't play football because you're a girl, you're a boy, you should be able to lift that, grow a pair, man up etc.
<b><u>Early Help</u></b> Action Plan Early Help Refusal Initial Assessment Meeting Minutes Referrals  Parental withdrawal	This will generally be completed by the Safeguarding/Inclusion team      HSLW to use when logging a closure due to lack of engagement.
<b><u>Exclusion</u></b> External Seclusion Fixed term Internal Seclusion Permanent	This will be completed by the Inclusion team/SLT.
<b><u>Friendship issues</u></b>	Where there are incidents of behaviour involving conflict between friendship groups. This category should also be used if a friendship issue outside of school is impacting in school.
<b><u>Home Issues / Parenting Issues</u></b> Agency support Bereavement/loss Conduct Financial Food bank voucher Parental substance misuse Relationship breakdown	Incidents should be added for any parental disclosures.
Parental disengagement- Parental health and wellbeing	For use for hard to reach parents To be used when there are concerns or factual information has been received regarding health and wellbeing of parents.



<b><u>Inclusion</u></b> 1:1 Support Data EHCP EHCP review Interventions Observation Pupil Passport Risk Assessment School Support Wave 2+ EAL SEMH Drop in clinic Alternative provision	
	Where a child has 1:1 support, this will be added.
	Data will be added at each assessment point and when standardised testing is completed (only for children on the SEND register)
	This sub category will be selected for any updates relating to a child with an EHCP. EHCP updates, e.g. when an application is submitted or when a draft/final is received. All documents will be uploaded.
	Notes will be added from EHCP reviews. All documents will be added.
	A summary of provision mapping will be added each term. Any amendments will be added as required.
	Where an observation of a child (Wave 2 or 3) is completed by the Inclusion team or an external agency a summary of the observation and recommendations will be added. Any documents will be uploaded.
	Pupil passports will be uploaded each time they are reviewed.
	Risk assessments for specific children will be uploaded and a brief summary added. This must be done for every amendment
	This sub category will be selected for any updates relating to a child on the SEND register (with no EHCP)
	This sub category will be selected for any child that is being monitored at Wave 2+ (pre SEND register). Any provision/interventions that a child is receiving should be added.
	This sub category will be selected when adding NASSEA documents or interventions completed when the child has EAL.
	This sub category will be selected when adding SEMH assessments (Boxall), interventions completed and other notes regarding SEMH
	This category will be selected when recording any notes when teachers attend a drop in clinic to discuss children.
	This category will be used when children access alternative provision, e.g. OPUS, Inspire or have personalised provision out of the classroom
<b><u>LAC/CLA</u></b> EPEP Meeting Statutory Review	This category will be completed by the Safeguarding team/SLT

<p><b><u>MAPA intervention</u></b></p> <p>1) Low level disengagement 2) Medium level disengagement 3) High level disengagement</p> <p>4) Low level seated 5) Medium level seated 6) High level seated</p> <p>7) Low level standing 8) Medium level standing 9) High Level standing</p> <p>Low level transition Medium level transition</p>	<p>This category is only to be selected when MAPA intervention has been completed as part of an incident (Behaviour incident form should also be a category selected).</p> <p>Full details of this must be included in the entry.</p>
<p><b><u>MARF</u></b></p>	<p>Added as a category so we can track our safeguarding referrals- person completing the MARF to use this (usually the safeguarding team will complete, or support staff member with this)</p>
<p><b><u>Medical Issues</u></b></p> <p>Emergency plan/procedure Medical condition Risk assessment</p>	<p>This category will be completed by the Inclusion team. If you are aware of anything that you think should be added around medical conditions please inform the Inclusion team, e.g. repeated requests for inhalers etc.</p>
<p><b><u>Online safety</u></b></p> <p>Cyber bullying Prevent Inappropriate access</p>	<p>This should be completed for any concerns around online safety e.g. a child disclosing that they play on an age restricted games or have access to inappropriate social media etc.</p> <p>See below for specific guidance around PREVENT</p>
<p><b><u>Parental Complaint</u></b></p>	<p>Parental complaints should be managed using the usual process. Records should be kept at each stage of the process and documents scanned and uploaded.</p>
<p><b><u>Parental Contact</u></b></p> <p>Communication Diary Door knock Email Face to Face Conversation Home visit Meeting Telephone Call Text Message</p>	<p>This category should be completed for any contact made with parents, e.g. pertinent notes received or added to the communication diary, meetings with parents around behaviour.</p>

<b><u>PREVENT</u></b>	<p>This should be completed for any concerns around extremism and radicalisation etc.</p> <p>Signs to look out for:</p>
	<ul style="list-style-type: none"> <li>• isolating themselves from family and friends</li> <li>• talking as if from a scripted speech</li> <li>• unwillingness or inability to discuss their views</li> <li>• a sudden disrespectful attitude towards others</li> <li>• increased levels of anger</li> <li>• increased secretiveness, especially around internet use</li> </ul>
<b><u>Pupil Induction</u></b>  Home visit School based meeting Information from previous setting Information from external agencies	<p>This section will generally be completed by HSLW but will contain all information gathered before the child is admitted so teachers will need to be aware of this</p>
<b><u>Red Behaviour</u></b> Absconding  Daily incident form (ABC)  Damage to property  Physical Aggression (PA)	<p>Where a child attempts to leave or actually leaves the learning environment or the school building. When on a trip/visit this will be any attempt to leave the supervision of an adult.</p> <p>To be completed following the direction of the Inclusion team on a daily basis. Forms should include details of the antecedent, behaviour displayed and the consequence and should be uploaded with a summary of the behaviours, e.g. 2 x refusal, 3 x verbal at the end of each day.</p> <p>Any damage to property (whether this is school property or that which belongs to another person). The entry needs to make clear exactly what damage has been caused, including the location, object/item, size or level of damage. Where appropriate this can be uploaded as photographic evidence.</p> <p>Behaviour causing or threatening <b>physical</b> harm towards others. It includes hitting, kicking, biting, using weapons, and breaking toys or other possessions. The exact details of the aggression should be recorded, including the details of any injuries sustained. Where appropriate first aid slips should be uploaded.</p>

Racist incident (R)	An incident that involves verbal or physical behaviours that are or are believe to be because of another person's skin colour. Where there is more than one isolated incident involving the same child this should be considered as racist bullying rather than a racist incident.
Sexual Violence (SV)	Any kind of unwanted sexual act or activity. Where there is more than one isolated incident involving the same perpetrator/victim this should be considered as sexual harassment.
Verbal Aggression (VA)	Deliberate <b>harmful</b> behaviour that is typically unprovoked and repeated – yelling, cursing, screaming etc.
<b><u>Referral to DSL</u></b>	To be identified where a cause for concern warrants a conversation with the DSL to provide further advice or make a referral to outside agencies.
<b><u>Watching Brief</u></b>	This will be added as a category for any child that is being added to the “vulnerable register” following a cause for concern.
<b><u>Young Carer</u></b> Referral Assessment Concern	Young Carers can be identified by class teachers and signposted via incident of CPOMs to HSLW's etc.  Referrals will be completed by the Safeguarding team.

## **APPENDIX D**

### **SAFEGUARDING GUIDANCE FOR STAFF AND VOLUNTEERS**

Working Together 2018 explains that everyone has a responsibility to promote the welfare and safety of children, therefore it is the responsibility of each Academy to develop and nurture a culture that supports this approach.

The Designated Child Protection Officer for the Academy is the Principal. If you have any queries around the safety and welfare of any child please contact them.

Please read this guidance carefully, in conjunction with:

- The Code of Conduct for staff and volunteers
- Stoke-on-Trent: D01 Managing allegations against staff and volunteers working with children and young people (LADO)

- The policies on the Academy websites

You must follow the advice given in the documents above. If there is anything that you do not understand or do not agree with, please talk to your DSL (Designated Safeguarding Lead) about this.

- Please attend any training and multi-agency meetings that you are invited to.
- All staff and volunteers must inform the DCPO (Designated Child Protection Officer) if they are: -
  - Charged with a criminal offence involving a child, violence, breach of trust or a criminal offence relevant to their duties, for example driving offence if they are driving as part of their duties (or if they live in the same household as another charged with the above offences)
  - Investigated by any authority due to concerns that you may have had involvement in causing harm to a child.
  - Diagnosed with any medical condition that may affect your ability to carry out your role with children safely<sup>4</sup>, for example psychotic illness.
  - Make sure you know what to do if a child tells you or you suspect that they are being harmed.

**Key points are:-**

**X DO NOT**

- Carry out your own investigation

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<sup>4</sup> Further guidance for Early Years providers is contained within the EYFS 2014 Section 3 The

Safeguarding and Welfare Requirements, pg 20: 3.19 – Staff taking medication/ other substances

- Put words in any child's mouth by asking direct questions such as "Did your Dad do it?"
- Feel that you must inform parents/carers if you think it may put the child at risk of further harm or cause them to be silenced.
- Ignore your worry
- Ask the child to sign what you have recorded or to repeat it to another member of staff
- Take photographs of any injury
- Delete information/ photographs from a computer/ memory stick/ mobile phone or any other electronic device
- Make promises to the child.

#### **DO**

- Ask open-ended 'TED' questions to clarify your concern e.g. "Tell me what happened to your arm?" "Explain how you got hurt?" "Describe what happened next?"
- Listen to the child / your gut feelings
- Take action.

#### **Action to take:-**

1. If a child has a serious injury (for example involving pain and bleeding) or is in immediate danger (for example parent/ carer has arrived to collect a child and is unfit to care for them, or a child left alone at home) dial 999 and request assistance from the ambulance service and/or police. If you know or suspect the child has come to harm through the actions of another make sure that the professional, you hand the child over to understands this and take their name and record it. It will generally be appropriate to inform the child's parent/ carers what has happened once the child is safe with an appropriate professional.

2. If it seems that a child has been abused in any way including sexual abuse (but is not in immediate danger) report this immediately to the service for the area where they live. The numbers are;

Emergency Duty Team (out of hours) Tel  
No.  
01782 234234

To make a referral call:  
Stoke on Trent Children's Advice and Duty Service (ChAD )  
01782 235100  
8.30am- 5.00pm Monday to Friday

Non-emergency - call Staffordshire Police on  
101

3. If the concern is long- term rather than immediate, for example a child who is often dirty, smelly or who has disruptive behaviour, you should discuss this with the DSL (Designated Safeguarding Lead) who will decide whether it meets the threshold for making a referral to social care,-or to initiate an Early Help Assessment.

4. If you are unable to do so beforehand, inform the DSL (Designated Safeguarding Lead) as soon as you can, that you have had to make an immediate referral. Ensure this is recorded.

**Safeguarding Code of Conduct for Staff and volunteers (to be read in conjunction with Trust Code of Conduct)**

Best practice as advised by the Stoke-on-Trent Safeguarding Children Board would be to use this information to compliment and therefore strengthen any existing documents we have within our Trust.

1. Always remember that while you are caring for other people's children you are in a position of trust and your responsibilities to them and the Trust must be uppermost in your mind at all times.
2. Never use any kind of physical punishment or chastisement such as smacking or hitting.
3. Do not smoke in front of any child or young person.
4. Do not use unprescribed drugs or be under the influence of alcohol.
5. Never behave in a way that frightens or demeans any child or young person.
6. Do not use any racist, sexist, discriminatory or offensive language.
7. Do not give your personal contact details / personal website details to children, parents and carers (exempt childminders)
8. Do not use internet or web-based communication channels to send personal messages to befriend children.
9. The use of mobile phones or any other devices to take images of children is carefully managed. In our Academy, it may be necessary to take photographs of children, using Academy property, in order to evidence progression in terms of their development, particularly with very young children and those with disabilities. Attention must be paid to the way in which the photographs are used and stored, whether this is on a mobile phone or other device. Mobile phones or any other devices **must not** be used to take images of children's injuries. Always follow Trust policy and procedures in relation to the taking or recording of images and informed written consent



from parents / carers (and the child) should always be sought. For further advice and guidance on the use of social networking sites/ mobile phones/ computers/ cameras, please visit [www.ceop.police.uk](http://www.ceop.police.uk)

10. Generally, you should not give children presents or personal items. The exceptions to this would be a custom such as small behaviour rewards. Similarly, do not accept gifts yourself other than small tokens for appropriate celebrations.
11. You should not invite a child to your home or arrange to see them outside the Academy day (unless associated as a family member or friend, in which case this should be disclosed on your Pecuniary interest form). Should the need arise to invite a child into your home then a discussion with a senior manager must be conducted in order to ensure this is the most appropriate action.
12. You should not engage in any sexual activity (this would include using sexualised language) with a child.
13. Exercise caution about being alone with a child. In situations where this may be needed (for example where a child wants to speak in private) think about ways of making this seem less secret for example by telling another worker or volunteer what you are doing and where you are, leaving a door ajar, being in earshot of others and lastly record the conversation in line with Trust policy.
14. Physical contact are open and initiated by the child's needs, e.g. for a hug when upset or help with toileting. Always prompt children to carry out personal care themselves and if they cannot manage ask if they would like help.
15. Do talk explicitly to children about their right to be kept safe from harm.
16. Do listen to children and take every opportunity to raise their self-esteem.
17. Do work as a team with your co-workers/volunteers to follow the Trust behaviour policy.

18. If you have to speak to a child about their behaviour remember you are challenging 'what they did' not 'who they are'.
19. Do make sure you have read the Safeguarding children procedure and that you feel confident that you know how to recognise when a child may be suffering harm, how to handle any disclosure and how to report any concerns.
20. Do seek advice and support from your colleagues, supervisors and your DSL (Designated Safeguarding Lead).
21. Do seek opportunities for training such as that available through the Stoke-on-Trent Safeguarding Children Board.

[www.safeguardingchildren.stoke.gov.uk](http://www.safeguardingchildren.stoke.gov.uk)

## **APPENDIX E**

### **Information for Parents / Academy Users**

We want the Academy to be a safe place for children. We have a safeguarding children policy and procedure. You can ask for a full copy of this. Below is a brief summary of the key points.

We aim to keep children safe by:

- Having a Designated Child Protection Officer (DCPO) (who is the Academy Principal), Designated Safeguarding Leads and Deputies in each academy.
- The DCPO person may select other people to lead on safeguarding on a day to day basis. The flowchart for the Academy details who you should speak to in the first instance. See Appendix G.
- Please contact them if you have any safeguarding concerns about any child or the behaviour of anyone working in the Trust

- The Academy has a duty to ensure all staff and volunteers are properly checked and vetted.
- The Academy has a duty to take proper arrangements for all activities.
- The Academy must have a code of conduct for staff/volunteers and making sure that all staff and volunteers know what to do if they have concerns about a child.
- Following National Guidance and Local Safeguarding Children Board policies and procedures and particularly do this by reporting any serious concerns to Stoke-on-Trent's Advice and Access Team or the Police as appropriate.

We would ask you to support us in keeping children safe by:

- Following the code of conduct and treating people with respect
- Supervising your child at all times where appropriate and to provide basic details about your child and make sure that we can contact you if there is an emergency.
- Talking to the DSL (Designated Safeguarding Lead) if you have concerns about any child in the Trust or the behaviour of any adult in the Trust.

## Designated Safeguarding Officers at Grove Academy

Designated Child Protection  
Officer

Mrs S Carrigan  
Academy Principal



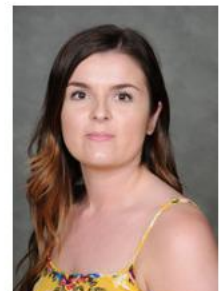
Designated Safeguarding  
Lead (DSL) and Designated  
Teacher for LAC

Mrs J Oakes  
Senior Safeguarding Officer



Deputy Designated  
Safeguarding Lead (DDSL)

Miss S Scally  
Safeguarding & Attendance  
Officer



- If you have concerns about a child/young person's welfare and are unsure as to whether Children's Social Care involvement is required, you should consult with your Academy Safeguarding Leads who can provide you with the telephone number and guidance for the social care consultation line.
- If you have concerns that a child is suffering from, or likely to suffer from significant harm, then you should make a referral to ChAD (Children's Advice and Duty Service) on
- **01782 235100, who operate 8am- 6pm Monday- Friday**
- **LADO – John Hanlon – 01782 233342 / 07942676060 [John.Hanlon@stoke.gov.uk](mailto:John.Hanlon@stoke.gov.uk)**
- **Emergency DUTY Team (Out of office hours) – 01782 234234**
- To make a **Prevent** referral, contact Staffordshire Police Prevent Team:  
E: [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)  
T: 01785 232054

**REMEMBER- SAFEGUARDING IS EVERYONE'S RESPONSIBILITY.**  
**THINK- IT COULD HAPPEN HERE.**

## APPENDIX G

### Allegations against a person who works with children

Any situation in which an allegation or concern arises about the conduct of a person who 'works' with children are managed using the Stoke-on-Trent Safeguarding Children Board interagency policy and procedure for dealing with allegations against a person who works with children. This includes volunteers and supply staff.

Specifically, the questions are asked as to whether the allegation or concern possibly meets any one of the following thresholds:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

If any of these situations apply, then it is **not** a complaint but an allegation/ concern and therefore it must be referred by the senior manager to the Local Authority Designated Officer (LADO) within 24 hours of the allegation being made. Referrals to DBS will be made where required.

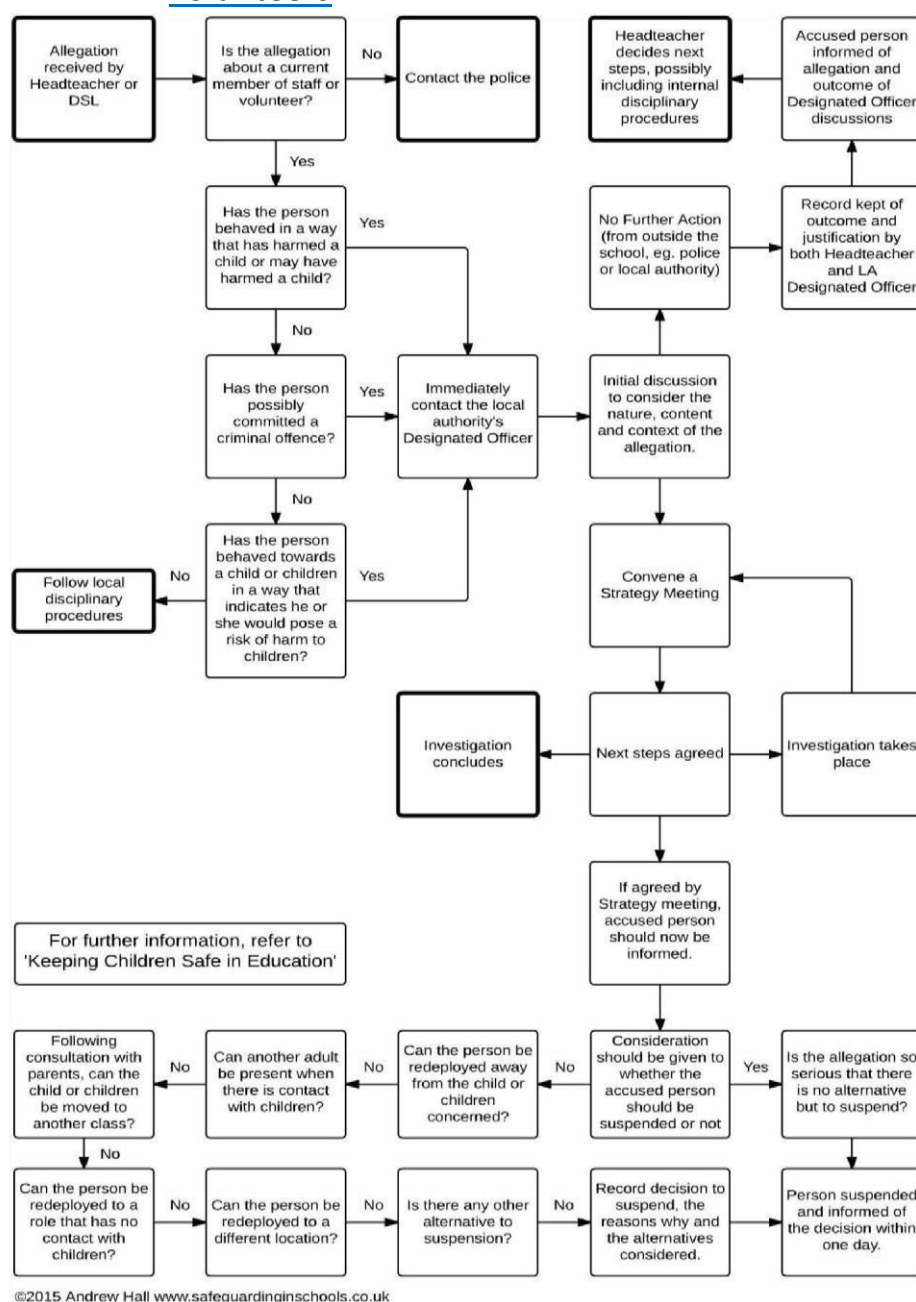
<b>Contact Details for the LADO – Stoke-on-Trent</b>
<b>John Hanlon- 01782 233342/ 07942676060</b>
<a href="mailto:John.Hanlon@stoke.gov.uk">John.Hanlon@stoke.gov.uk</a>

### Further guidance can be found using the following links:

Stoke: D01 Managing allegations against staff and volunteers working with children and young people (LADO)



## Flowchart for the initial management of allegations about staff or volunteers



Filename: Safeguarding Handbook for Schools September 2016 v.8.02.docx

## **Appendix H**

### **Escalation Policy**

In the event of a disagreement between Academy staff and wider professionals, we will adhere to the Local Authority Escalation Policy which can be found by following the link below.

[http://webapps.stoke.gov.uk/uploadedfiles/G02\\_Escalation\\_Procedure\\_v10\\_March\\_2019.pdf](http://webapps.stoke.gov.uk/uploadedfiles/G02_Escalation_Procedure_v10_March_2019.pdf)



## **Appendix I**

### **Looked After Children (LAC) and Previously Looked After Children (PLAC)**

#### **1. Purpose**

To promote the educational achievement and welfare of Looked After Children (LAC) and Previously Looked After Children (PLAC) within ESPRIT MAT academies- Hamilton, Northwood and Grove.

#### **2. Rationale**

Nationally, it is recognised that LAC and PLAC have suffered abuse or neglect before coming into care and as a result have suffered disrupted learning. Many have missed extended periods of schools and many have special educational needs (SEN). The gaps in their learning and in many cases the emotional impacts of their experiences are likely to have become significant barriers to their progress.

The statutory guidance, 'The Designated Teacher for Looked After and Previously

Looked After Children' DfE, 2018, extended the statutory role of the Designated Teacher to include previously looked after children because when children cease to be looked after, their educational needs are unlikely to have changed significantly because their care status has changed.

Attainment data for LAC and PLAC shows that they do not perform as well at Key Stage 2 (and Key Stage 4) when compared to non-looked after children.

Helping Looked After and Previously Looked After Children succeed and providing a better future for them is a key priority for this Academy, and is based on the following principles:

- Prioritising education and having high expectations
- Listening to the child's voice and advocating for them
- Promoting attendance and reducing exclusions
- Supporting transition from one class to another
- Providing targeted support through early intervention
- Promoting inclusion through challenging and changing attitudes
- Achieving stability and continuity
- Promoting health and wellbeing
- Working in partnerships with parents, carers, social workers, virtual schools and other professionals

All of the above is summarised in the **annual report of the designated teacher to the governing body**, and any review with the Virtual School of the report and outcomes for children.

### **3. Definitions**

- A child 'looked after by the local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014.  
A previously looked after child is one who is no longer looked after in England and Wales because they are the subject of an adoption, special guardianship order or child arrangements order.

### **4. Governors**

The Governing Body should complete the following:

- Identify a nominated Governor for LAC and PLAC
- Ensure that all Governors are fully aware of the legal requirements and guidance on the education of LAC and PLAC
- Ensure that the school/ academy has a Designated Teacher and that the DT has appropriate seniority, professional experience and training to carry out their responsibilities of promoting the educational achievement of LAC and PLAC.
- Ensure all policies support the needs of this cohort
- Be aware that OFSTED will focus on LAC and PLAC during inspections and may audit PEPs
- Ensure that resources are allocated to support appropriate provision for LAC and PLAC so they received the full range of support to which they are entitled to enable them to make progress and achieve. The Governors should also:
- Monitor the academic progress of LAC and PLAC through an annual report or information produced by the Designated Teacher
- Ensure that LAC and PLAC are given top priority when applying for places in accordance with Admissions criteria
- Understand the impact Pupil Premium Plus has in supporting the needs of LAC and PLAC and ensure the funds are used to meet their needs.
- Work to prevent exclusions and reduce time out of the academy by ensuring policies and procedures are flexible enough and inclusive to ensure LAC and PLAC enjoy their time in education, by recognising the extra problems caused by exclusion.
- Support the Executive and Senior Leadership Teams, and other staff in ensuring that the needs of LAC and PLAC are recognised and met.

## **5. The Designated Teacher**

The Designated Teacher should be someone with sufficient authority to make things happen, who should be an advocate for Looked After and Previously Looked After Children, assessing services and support, and ensuring that the academy shares and supports high expectations for them (Statutory Guidance 2018) The Designated Teacher should

- be a qualified teacher working in the school as a teacher, or a head teacher or acting head teacher of the school with lead responsibility for this cohort
- advocate for children in this cohort and hold them in mind during decision making
- be a central point of contact for parents, carers and professionals within the school, ensuring a warm welcome and smooth induction
- Track and monitor progress and target support appropriately, liaising with the SENCOs as necessary  
Have lead responsibility for the development and implementation of LAC's PEP at least once per term and plan for continuity and meeting PLAC's educational needs
- Promote a whole school culture where the personalised learning needs of LAC and PLAC are met, and be a source of advice for teachers and other staff
- Undertake appropriate training and take lead responsibility for ensuring school staff understand what can affect LAC and PLAC learn and achieve
- Develop and review whole school policies and procedures to include the needs of LAC and PLAC
- Ensure that PLAC are eligible for support by considering the evidence of their PLAC status
- Have a leadership role in promoting the educational achievement of every LAC and PLAC by being responsible for the impact of PP+ and build trust with parents/ carers about the deployment of this

The Designated Teacher (DT) should provide a report to Governors once per year setting out the following information:

1. The number of LAC and PLAC pupils on roll at the Academy (if any)
2. These pupil's attendance as a discreet group, compared to other pupils
3. The EYFS/SAT results, and other qualification achieved, as a discreet group, compared to other groups
4. The attainment and progress of LAC

5. PEP completion and use of Pupil Premium Plus
6. The number of fixed term exclusions (if any)
7. The destination of pupils who leave the Academy
8. The report should be collated in such a way that preserves the anonymity, respect and confidentiality of those involved.

#### **6. The Academy Principal**

The Academy Principal should identify a Designated Teacher for LAC and PLAC and ensure they receive at least 2 days training per year as outlined the statutory documentation. The Academy Principal should ensure that procedures are in place to monitor the admission, progress, attendance and any exclusion of LAC or PLAC and take action where progress, conduct or attendance is below expectations. All staff should attend appropriate training and be made aware of their responsibilities under this policy. It is the duty of the Academy Principal to ensure that LAC and PLAC receive careers advice that takes into account their interests and talents.

#### **7. Duties and Responsibilities of**

**all Staff** All our staff will:

- Have high aspirations for educational and personal achievement
- Advocate for LAC and PLAC and ensure they are supported sensitively
- Listen to the voice of the pupil and respond positively to a pupil's request to be the named member of staff to whom they may talk
- Work to enable LAC and PLAC achieve stability within the academy. Have an understanding of the key issues that affect the learning of LAC and PLAC and actively promote their self- esteem
- Be aware that many LAC and PLAC say they are bullied, so work to prevent bullying in line with the Academy policy

#### **8. Special Educational Needs**

The majority of looked after children have additional needs. Of those, a significant proportion may require SEN support or have an EHCP (Education, Health and Care Plan) as outlined in the graduated response of the SEND Code of Practice. Our academy recognises that some children may have undiagnosed special needs when they start to be looked after. As part of the PEP process, there are robust arrangements in place to ensure that any undiagnosed special educational needs are addressed through the SEND framework as soon as possible.

## **APPENDIX J – Staffordshire Police CSE Information Report**

Staffordshire Police CSE Information Report Gathering Intelligence about Child Sexual Exploitation Staffordshire Police have devised a process by which agencies, parents, carers and young people can provide information about perpetrators. This is gathered and used in situations where there may be no evidence available or the victim is either unwilling or unable to provide a police statement. This occurs in the vast majority of cases of sexual exploitation. Therefore, the opportunity to provide intelligence means that the police can build a sufficient picture over a period of time and act upon it. This could potentially interrupt and disrupt criminal activity where young people are being exploited.

Submit the completed intelligence form onto the Child Exploitation Team.

[childexploitation@staffordshire.pnn.police.uk](mailto:childexploitation@staffordshire.pnn.police.uk) If you do not have a secure e-mail facility then

please call

CET on 101 ext. 3604 to discuss Please note – this form is NOT a referral form. Agencies should refer to the CSE Policy document Staffs Section 4Ha, S-o-T Section D14 and follow the process outlined. Referrals should be made to First Response (Staffordshire) or the Safeguarding Referral Team (Stoke-on-Trent) or to the Police. This form is to collect intelligence only and may then be used to assist police in building a case.



## Staffordshire Police – Child Sexual Exploitation Information Report

Date/Time of report:

Details of Professional submitting:

Name					
Post / Job Title					
Agency					
Contact Details					
Witnessed Incident		Professional		Member of the Public	

Details of Child/Young Person (if known):

Name	
Age	
Address	

If the information is from a 3<sup>rd</sup> party are they be willing to engage with the Police? Yes / No

Please provide information: Include as much detail as possible re names /descriptions /nicknames/ vehicle details/addresses etc.

### **Appendix K: safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

#### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

#### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

#### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:



- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school. For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

#### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

#### **Volunteers** We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

#### **Governors**

All trustees, local governors and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state. All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). *[Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]*
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

#### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

#### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.



# Child Exploitation Risk Factor Matrix

CONFIDENTIAL



**Initial Completion – Please Complete all sections**

**Review – Please update Information Sharing, Current risk/Consent (Section A), ensure Child's Information is updated (Section B) plus relevant review section (SECTION E)**

**Emergency Services Staff– Please complete Information sharing, Current Risk/Consent (SECTION A), Child's Information (SECTION B) plus Current Concerns only (SECTION D)**

Information Sharing - This section MUST be completed by all agencies

**ALL LOW RISK FORMS MUST HAVE CONSENT BEFORE INFORMATION CAN BE SHARED**

Please see guidance notes for support around information sharing

<b>Has the child given consent for the information held within this matrix to be shared with Catch22 and any other agreed support services?</b>	Yes - I have made the child aware	
	Yes - Another professional has made the child aware (please give details below)	
	No – The child has not been made aware – Information is being shared in the interest of safeguarding children	
<b>Comments:</b>		

<b>Has a referral to Catch22 been made?</b>	No	Yes	<b>Date of referral</b>	(Enter date)
<b>Have the child's parents/carers been made aware that a referral to Catch22 is being made?</b>	Yes - I have made them aware			
	Yes - Another professional has made them aware (please give details below)			

		No – They have not been made aware – Information is being shared in the interest of safeguarding children	
Comments:			

### SECTION A - Current Risk/Consent:

Date of Completion:		Risk Type (CSE/CCE/Dual):		Risk level:	
Child's Views (what are their thoughts on this form being completed? Do they believe themselves to be at risk of exploitation?)					

### SECTION B - Child's Information:

Name:		D.O.B:		Ethnicity:		Gender:	
Address:				Primary Risk (CSE/CCE/ther):		Choose an item.	

Parent/Child Contact details:				
Sexual Identity:		Nationality:		Disability (If any):
Current Living Situation:	Choose an item.	Education / Employment / Training:	Choose an item.	Education / Training / Employment Setting:
Legal Status:		Special Educational Needs (if any):		
SECTION C - Details of professional completing the form:				
Name:		Contact telephone number:		
Role/Agency:				
Email address:		Date Initial form completed:		
List of agencies Involved				

(please ensure you name allocated workers in this section along with any known contact details):

#### SECTION D - Outline of Current Concern:

**Strengths** (what's working well) and **protective factors** (parenting capacity; supportive family and environmental factors; positive social networks; developmental needs being met)

**What are you worried about?**

**Please include the names of anyone you believe may be linked to your exploitation concerns.**

**Are they friends, relatives or rivals?**

(Please provide as much information here as you can to assist with identification of other children who may be at risk of exploitation, or those who pose a risk to children)

From the indicators on the next pages, Mark an (X) by either 0,1,2,3 or 4 on each of the categories which best describes the current situation for the child. Please add these scores at the end to give an indication of risk.

### When completing the Risk Factor Matrix:

- Complete the RFM as soon as risk is identified, ideally with the child present and engaged.
- Give as much detail as possible around why indicators have been selected in the comment's boxes provided; including sources of information, whether suspected or observed and whether recent or non-recent.
- When selecting risk level, if you are unsure please consult with appropriate partner agencies or seek managerial/supervisory support. It is recommended that the form is completed electronically for ease of review.

1. Episodes of missing from home/care/school		X	Multi-agency Evidence
0	☐ No missing episodes.		<p>Consider the number of times missing? Where do they go? Who are they with? What are they doing? Why do they go? Is parent/carer aware of missing episodes/whereabouts? Does the parent/carer report child as missing? Are they with people of concern, any child warning abduction notices served?</p> <p><b>Please ensure Missing Intervention Meetings have been completed for 3,5 &amp; 9 as per Missing Policy.</b></p>
1	<ul style="list-style-type: none"> <li>▪ Stays out late, no missing episodes.</li> <li>▪ Parents not aware where their child is or who they are with for long periods of the day</li> </ul>		
2	☐ Occasionally goes missing, whether for short or prolonged episodes		
3	☐ Frequent and short missing episodes		



4	<ul style="list-style-type: none"> <li>☐ Frequent and prolonged missing episodes</li> <li>Found in Areas where there is no connection</li> <li>Believed to have missing episodes which are not being reported</li> </ul>		
2. Action/Employment/Training Attendance:		X	Multi-agency Evidence
0	<ul style="list-style-type: none"> <li>Engaged / re-engaged in education or training</li> <li>In work or actively seeking employment</li> <li>Child has not been identified as having a learning need or SEND &amp; Parent/Carer actively supports child</li> </ul>		Any current or previous prosecution for school attendance? What is their attendance? Any change in attitude to attending education? Details of SEND or EHCP? Is support in place? Any fixed term/permanent exclusions? Also consider any multiple schools moves as a possible vulnerability.
1	<ul style="list-style-type: none"> <li>Is participating in education but attendance is a concern ☐ Parent/Carer engaging to improve attendance.</li> <li>Concerns raised by professionals and consideration being made to assess learning need /SEND</li> <li>Parent/Carer actively supports child's learning need</li> </ul>		
2	<ul style="list-style-type: none"> <li>Is on a reduced timetable, or is persistently absent</li> <li>Sudden noticeable change in attendance, performance or behaviour at school. Parent/Carer's engagement with</li> </ul>		

services to improve attendance but no evidence of improvement.

- Child undergoing pathway/diagnosed with SEND

3


- Child is not attending school or is a NEET, child is showing an interest in accessing opportunities
- Parent/carers showing limited engagement
- Child undergoing pathway/ diagnosed with SEND or receiving support

4

- Child is not attending school or is a NEET
- Shows no interest in accessing educational or training

	<p>opportunities / No engagement from parent/carer.</p> <ul style="list-style-type: none"> <li>▪ Child diagnosed with SEND or not receiving/accepting support</li> </ul>	
3. Social Media/Internet Usage	X	Multi-agency Evidence
0	<p>❓ No concerns around internet usage</p>	<p>Details of any Apps used? Has the child got multiple accounts online? Are passwords hidden? Consider if they have been requested to send/receive any inappropriate content such as sexualised images.</p>
1	<p>❓ Some understanding of online safety but not able to apply knowledge to keep themselves safe</p>	

- 2
- Young person receives texts / calls from unknown or concerning people. Young person has become more secretive about internet usage. In possession of a mobile phone which parent / carer have no or only limited knowledge of.
  - Young person contacted by unknown adults (male or female) in person or online/phone – any format e.g. Chat Rooms, Messaging Service, Forums, Social Media, Text.

3  Young person targeted online for exploitation

	<ul style="list-style-type: none"> <li>Internet use problematic in relation to coercion and control – e.g. sites, forums promoting eating disorders, self-harm etc.</li> </ul>		
4	<ul style="list-style-type: none"> <li>Young person has been exploited online and/or mobile technology. Young person plans to meet face to face person they know online. Multiple phone/regular changing phones and/or sim cards.</li> <li>DOLS in place regarding social media/internet usage.</li> </ul>		
4. Accommodation & Home Relationships:		X	Multi-agency Evidence
0	<ul style="list-style-type: none"> <li>Child is satisfied with accommodation / home / No concerns from professionals</li> <li>Positive relationships and good communication</li> <li>Age appropriate boundaries &amp; routines set &amp; adhered to</li> </ul>		Who does the young person reside with? Housing provider? Extent of overcrowding? Arrears? Any financial difficulties? Any known / suspected domestic abuse? Any recent deaths in the family?
1	<ul style="list-style-type: none"> <li>Child is generally satisfied with accommodation / home / Meets most of the child's needs - Some concerns about longer term stability Some mutual understanding and positive relationships.</li> <li>Age appropriate boundaries &amp; routines set but not always adhered to</li> </ul>		
2	<ul style="list-style-type: none"> <li>Unstable or unsuitable accommodation.</li> <li>Sudden negative change in quality of relationship, poor communication, strained relationship</li> <li>Parent/Carer starting to show signs of not having capacity to input &amp; maintain boundaries / consequences and challenge behaviour</li> </ul>		

3	<ul style="list-style-type: none"> <li>▪ Frequent placement changes</li> <li>▪ Poor or negative communication with young person not responding to boundaries, routines or consequences</li> <li>▪ Historic abuse / neglect in family / Family Disorganisation ☒ Lack of positive role model</li> </ul>		
4	<ul style="list-style-type: none"> <li>▪ Homeless / unknown whereabouts</li> <li>▪ Current / suspected abuse / neglect in the family</li> <li>▪ Poor communication, limited warmth, attachment or trust.</li> </ul>		
	☒ Age appropriate boundaries not implemented and negative behaviour not recognised – parent/carer does not have the capacity to respond		
5. Peer/Adult Association:		X	Multi-agency Evidence
0	<ul style="list-style-type: none"> <li>▪ Engaged in positive activities/positive role models</li> <li>▪ May have some contact with vulnerable peers but has other positive networks</li> </ul>		Are they associating with older friends/ adults who may be exposing them to activities of concerns, or activities too old for their age?
1	<ul style="list-style-type: none"> <li>▪ Some awareness of criminal activity in their area</li> <li>▪ Surrounds self with mostly age appropriate and positive peers but starting to disengage</li> </ul>		
2	<ul style="list-style-type: none"> <li>▪ Starting to associate with problematic peer group</li> <li>▪ Coming to the attention of services, low level ASB</li> <li>▪ Friends/peers victims of CSE/CCE</li> </ul>		
3	<ul style="list-style-type: none"> <li>▪ Is engaging in ASB and is known to services</li> <li>▪ Peers who are using substances / known by criminal justice agencies or equally, secrecy around peers</li> </ul>		

4	<ul style="list-style-type: none"> <li>▪ Associating with known criminal / gun crime nominals or people who pose a risk to children, links to Organised Crime</li> <li>▪ Child is or is suspected to be involved in a gang/group</li> </ul>		
6. Misuse of substances:		X	Multi-agency Evidence
0	<p>🔍 No concerns</p>		Where do they use substances? How do they fund it? Who with? Type / class of substance? Concerns around peer influences?
1	<p>🔍 Some concerns about drugs or alcohol (or cigarettes in younger children), started to associate with negative peer influence where substance use is suspected.</p>		
2	<p>🔍 Suspected problematic substance use</p>		
	<p>🔍 Increasing concerns around substance use</p>		
3	<ul style="list-style-type: none"> <li>▪ Substance use known &amp; part of daily life, unclear how this is financed</li> <li>▪ Sporadic engagement with support services</li> </ul>		
4	<ul style="list-style-type: none"> <li>▪ Child is dependent on alcohol / drugs</li> <li>▪ Found in possession of class A substances</li> <li>▪ Suspected of the movement &amp; selling of drugs</li> <li>▪ Obtains drugs from older peers / family members</li> <li>▪ Not engaging with support services</li> </ul>		

7. Ability to identify exploitive behaviour:		X	Multi-agency Evidence
0	<input type="checkbox"/> Child has a good understanding of exploitative behaviour and can use it to keep themselves safe		Evidence of understanding and young person's ability to keep themselves safe, for example the completion of interventions.
1	<ul style="list-style-type: none"> <li>Reasonable understanding of exploitative behaviour</li> <li>Able to somewhat apply knowledge to keep themselves safe</li> </ul>		
2	<ul style="list-style-type: none"> <li>Some understanding of exploitative behaviour</li> <li>Can recognise risks but unable to apply to themselves to keep safe</li> </ul>		
3	<input type="checkbox"/> Very limited recognition of exploitative behaviour and unable to keep themselves safe		
4	<ul style="list-style-type: none"> <li>No recognition of exploitative behaviour</li> <li>Child's carer cannot identify or recognise the risk of exploitation</li> </ul>		
8. Further evidence of Exploitation/Trafficking/Modern Day Slavery		X	Multi-agency Evidence
0	<input type="checkbox"/> No concerns raised		What are the concerns? What support is in place? Has consideration of trafficking offences been considered? Has an NRM been considered?



1	<ul style="list-style-type: none"> <li>▪ Offences committed</li> <li>▪ Evidence of inappropriate sexualised behaviour and language</li> <li>▪ Items have gone missing from the home</li> <li>▪ Unevidenced concerns of potential for grooming</li> <li>▪ Engaging in sexualised risk taking (including the internet)</li> <li>▪ Over sexualised appearance – explain what this is and if this has been a recent change.</li> </ul>	
2	<ul style="list-style-type: none"> <li>▪ Frequenting known locations that have concerns of Child Exploitation</li> <li>▪ Multiple callers (unknown adults/older young people)</li> <li>▪ Child having extra money or new items that cannot be legitimately accounted for</li> <li>▪ Concerns of grooming</li> <li>▪ Susceptible to grooming – explain why! ☐ Previous victim of CSE/CCE</li> </ul>	
3	<ul style="list-style-type: none"> <li>▪ Other things unusual for the child previous Child Exploitation concerns</li> <li>▪ Associating / relationship with adults who encourage emotional dependence, loyalty and isolation from safe relationship</li> <li>▪ Dependency upon alleged perpetrator(s) – money, housing, food, transport, company etc.</li> <li>▪ Is the country of origin or pathway to the UK concerning or vague?</li> </ul>	
4	<p>☐ People demanding money for drug debts - Affiliation with a group or gang</p> <p>family or young person has had to move or leave their home ☐ Evidence that s/he is coerced to recruit other children</p>	

	<ul style="list-style-type: none"> <li>▪ Young person may be carrying a weapon or hiding a weapon or connection with firearms</li> <li>▪ Injuries – Physical or Sexual Sudden change in behaviour/ appearance. Possession of hotel/addresses - keys / cards</li> <li>▪ Reports of being taken to hotels, nightclubs or out of the area by unknown adults. Entering / leaving vehicles with adults</li> <li>▪ Has a National Referral Mechanism (NRM) been completed?</li> <li>▪ Is there evidence that the child has been bought/sold?</li> </ul>		
9. Mental Health / Physical Health Concerns		X	Multi-agency Evidence
0	<ul style="list-style-type: none"> <li>▪ No known physical or mental health needs identified via assessment process/disclosure/professional knowledge</li> </ul>		Evidence of self-harm and mental health? Services being offered?
1	<ul style="list-style-type: none"> <li>▪ Known to health services, some missed appointments</li> <li>▪ Universal health/support services accessed</li> </ul>		
2	<ul style="list-style-type: none"> <li>▪ Some physical and mental health concerns</li> <li>▪ Increased need to access health appointments</li> <li>▪ Targeted health services support accessed and parent/carer engaging</li> </ul>		
3	<ul style="list-style-type: none"> <li>▪ Frequent use of health services</li> <li>▪ Decline in physical and mental health wellbeing</li> <li>▪ Sporadically accessing support services – parent/carer not fully engaged</li> </ul>		
4	<ul style="list-style-type: none"> <li>▪ Diagnosed illness or mental health condition</li> <li>▪ Missed appointments/ support services not accessed</li> <li>▪ Parent/carer not engaging with services</li> <li>▪ Regular hospital admissions/treatments</li> </ul>		

10. Risk to Others		X	Multi-agency Evidence
0	<input type="checkbox"/> No concerns about placing others at risk.		What are the risks? Risk of serious harm to others?
1	<input type="checkbox"/> Reduced concerns about influence on others.		
2	<input type="checkbox"/> Some concerns raised about influence on others.		
3	<input type="checkbox"/> Concerns raised that young person may be exposing others to risk		
4	<input type="checkbox"/> Places others at risk.		
11. Sexual Health		X	Multi-agency Evidence
0	<input type="checkbox"/> No concerns re: sexual health		Have there been any disclosures made by the child/associates? Have any concerns been reported to health/police? Have CP Medicals been considered?
1	<input type="checkbox"/> Is sexually active and in an equal consensual relationship with a peer.		
2	<input type="checkbox"/> Some sexual health concerns and engaging with sexual health services, past pregnancy scares		
3	<input type="checkbox"/> Sexually active but is not engaging with any sexual health services. Pregnancy/terminations		

4	☒ Sex is non-consensual. Child feels pressured to have sex or to engage in sexual acts in exchange for status/protection, possessions, or substances or affection. Child has many sexual partners /many tests for STIs or pregnancy. Child is under the age of 13 and cannot consent.		
12. Ability to Safeguard – Parent/Carer		X	Multi-agency Evidence
0	☒ Parent/carer recognises risks and will report young person as missing. They have a good knowledge of exploitation.		Please be aware that criminal exploitation can occur during the day too, so knowledge of whereabouts during this time is important also, not just at night.
1	<ul style="list-style-type: none"> <li>Parent/carer will mostly report young person as missing</li> <li>Parent/carer has some knowledge of exploitation</li> </ul>		
2	<ul style="list-style-type: none"> <li>Parent/carer needs to be prompted to report young person as missing</li> <li>Parent/carer has limited understanding of exploitation</li> <li>Parent/carer is engaging or asking for support from services</li> </ul>		
3	<ul style="list-style-type: none"> <li>Parent/carer fails to report young person as missing</li> <li>Parent/carer struggles to understand the risk around missing and exploitation ☒ Sporadic or limited engagement with services</li> </ul>		
4	<ul style="list-style-type: none"> <li>Parent/carer doesn't have knowledge of exploitation</li> <li>Parent /carer fails to report young person as missing and to recognise the risk of missing episodes</li> <li>Disengagement from services</li> </ul>		

13. Substance Use, Physical & Mental Health and Criminality in Parents/Carers/Family		X	Multi-agency Evidence
0	☐ No concerns		Is there Domestic Violence? Where do they use substances? How do they fund it? Type / class of substance? How do they fund it? Type / class of substance? What are the health concerns? Further details of criminality? How do these factors impact upon young person
1	☐ Parent/carers/wider family acknowledges concerns and are addressing the concerns		
2	☐ Parent/carers/wider family acknowledge concerns but refuse to seek treatment or support		
3	☐ Parent/carers/wider family do not acknowledge concerns and refuse to seek treatment or support		
4	<ul style="list-style-type: none"> <li>▪ Evidence suggests parental/sibling/wider family involvement in guns, gangs or drugs supply or historical/current exploitation of others</li> <li>▪ Parent/carer/sibling/wider family involved in the exploitation of a child</li> </ul>		
14. Parent/Carer engagement with appropriate services		X	Multi-agency Evidence
0	☐ Good engagement		Disguised compliance? Highly resistant family?
1	☐ Reasonable engagement, regular contact		
2	☐ Some engagement with services, occasional contact.		

3	☐	Brief engagement with service: early stages or sporadic contact	
4	☐	Not engaging with service / no contact	

	Indicator	Score
1	Episodes of missing from home / care / school	
2	Education / Employment / Training Attendance	
3	Social Media / Internet Usage	
4	Accommodation & Home Relationships	
5	Peer/Adult Association	
6	Misuse of Substances	
7	Ability to Identify Exploitive Behaviour	

Total Indicator score (A):

	Indicator	Score
8	Further Evidence of Exploitation	
9	Mental Health / Physical Health Concerns	
10	Risk to Others	
11	Sexual Health	
12	Ability to Safeguard – Parent/Carer	
13	Substance Use, Physical and Mental Health and Criminality – Parent/Carers/Family	
14	Parent/Carers Engagement	

Total Indicator score (B):

	Score
Assessment Score (A+B):	

RAG Rating	Threshold	X
Low – risk of Exploitation is Possible	0-24	<input type="checkbox"/>
Medium – Risk of exploitation is likely – signs but no evidence of exploitation	25-40	<input type="checkbox"/>
High – risk of exploitation is very likely – signs and clear evidence of exploitation.	40+	<input type="checkbox"/>

### Professional Judgement (Scoring section)

Once you have completed all the sections above – please consider if you think the level indicated by the scores matches your concerns based on Professional judgement. If you feel there is a lack of evidence however the risk may be higher/lower than indicated by the scoring sections for Low/Medium/High, detail below whether you agree with the score or whether you will override this.

Low	Yes/No (Delete as appropriate)
Medium	Yes/No (Delete as appropriate)
High	Yes/No (Delete as appropriate)

### SECTION E – Review 1 of Child Exploitation RIM

Risk Level at last assessment:		Risk Type at last assessment:		Date of this Review:	
Are there any new friends/relatives/rivals we need to know about re: current exploitation concerns? Have any agencies started to work with the child?					
How have risks changed since the RFM was last completed?					
What do you think is the current level for risk of exploitation?	High, Med or Low	What type of risk?:	CCE, CSE or Dual		

## SECTION E – Review 2 of Child Exploitation Risk Management

Risk Level at last assessment:		Risk Type		Date of this Review:	
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		at last assessment:			
Are there any new friends/relatives/rivals we need to know about re: current exploitation concerns? Have any agencies started to work with the child?					
How have risks changed since the RFM was last completed?					
What do you think is the current level for risk of exploitation?	High, Med or Low		What type of risk?:	CCE. CSE or Dual	

Information relating to actual or suspected Child Exploitation may be shared when it is reasonable to believe that doing so will prevent a crime and or safeguard children. To assure a co-ordinated response that fully addresses safeguarding concerns relating to child exploitation, and ensure appropriate support and interventions can be accessed, all relevant data should be shared and considered, as permitted within the stipulations of the Data Protection Act

