



## Safeguarding and Child Protection Policy

Author	Written/ reviewed	Approved by governors	Next review
L Bridgewater & A Morling	January 2021	January 2021	January 2022

### Policy Review

This policy will be reviewed in full by the Governing body on an annual basis.

The policy was last reviewed and agreed by the Governing Body January 2021.

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It is due for review in January 2022 (up to 12 months from the above date).

Signature .....  
Executive Head Teacher

Date .....

Signature .....  
Chair of Governors

Date .....

## Terminology

**Safeguarding** and promoting the welfare of children is defined by the Department for education as:

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

**Child protection** is a part of safeguarding and promoting welfare. It refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity, governors, contractors and external service or activity providers.

**Children** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Looked after child (LAC)** a child who is looked after by the authority, as defined in section 22 Children's Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority

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## INTRODUCTION AND CONTEXT

This document is the Safeguarding and Child Protection Policy for Shenstone Lodge School and any extended services it provides.

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working within the school. It will be reviewed annually by the Governing Body, and is in line with the expectations of Ofsted which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the Local Multi Agency Safeguarding Arrangements.

This Safeguarding and Child Protection Policy forms one of our safeguarding responsibilities and the principles embedded within this policy should have due regard to the following policies:

- Safer Recruitment
- Behaviour
- Physical Intervention
- Anti-Bullying
- Mobile Phone Usage
- Health and Safety
- PSHE, Sex and Relationship Education
- Equal Opportunities
- Special Educational Needs
- Confidentiality
- Attendance
- Substance Misuse (including drugs and alcohol)
- Racism and Homophobia
- Educational visits
- E-Safety
- Combating Extremism
- School security
- Staff code of conduct
- Acceptable use of Technologies
- Remote Learning

and any other relevant policies as defined in the Annual Report to the Governing Body.

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

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

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. All those who come into contact with children and their families have a role to play in keeping children safe. In order to fulfil this responsibility effectively our school ensures its approach is child centred and has the best interests of the child at the heart of all action.

COVID-19 – From January 2021, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response. We have therefore adopted an addendum relating specifically relating to our safeguarding arrangements in relation to COVID-19 and our Safeguarding and Child Protection Policy and other relevant policies have been updated to reflect the move to remote learning for most pupils.

We are aware that pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. All staff members and volunteers will be vigilant about the possible impact of the pandemic on pupils' mental wellbeing and act immediately on any safeguarding concerns. We will put in

place appropriate support systems for pupils and parents/carers, including working with and/or referral to outside agencies. We note the Government's COVID-19: guidance on supporting children and young people's mental health and wellbeing. We are aware of the continued importance for our staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners during this period.

We will continue to ensure that arrangements are in place to keep children not physically attending the school safe, especially online and will implement our Remote Learning Policy when teaching and learning takes place via the internet. Where we identify a child to be on the edge of social care support, or who normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place, for that child or young person. Details of this plan will be recorded appropriately as will a record of contact. All our staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this policy and where appropriate, referrals will continue to be made to relevant agencies.

## **PURPOSE OF A SAFEGUARDING AND CHILD PROTECTION POLICY**

This policy will inform all members of staff, parents, volunteers and governors about the school's responsibilities for safeguarding children and their responsibilities therein.

The school follows the procedures in line with the many Local Authorities we have a statutory obligation to work with including: Birmingham, Sandwell, Staffordshire, Walsall and Wolverhampton.

School staff are well placed to observe the outward signs of abuse. The school will therefore:

- Ensure that all school staff and volunteers receive safeguarding children training, to help identify concerns in accordance with 'What to do if you are worried a child is being abused – advice for practitioners'.
- Ensure all staff are aware of this policy and those relating to the safeguarding of children.

### **Principles**

This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop. The policy applies to all children between the ages on 0-18 whose care and education comes within the remit of this school.

This school creates a climate of safer recruitment and has adopted robust recruitment procedures outlined in Keeping Children Safe in Education Sept 2020 statutory guidance for schools.

The staff and governing body of this school are committed to establishing and maintaining an environment in which:

- Children feel secure, are encouraged to talk and are listened to
- Children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people
- The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued and understanding that their voice will be heard.

This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, the relevant local authority, Child and Adolescent Mental Health Service, Attendance and Prosecution Service, Inclusion Support Service and other agencies/services coming into school to support individual pupils/groups of pupils.

This includes providing a co-ordinated offer of Early Help and ensuring all staff understand the Early Help process and recognise the factors that make children more at risk of poor outcomes including poverty, stigma and isolation which may be brought about by factors such as family members being in prison and homelessness.

We are fully compliant and promote Operation Encompass, which is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure

Schools are notified in a timely manner of any Domestic Abuse incident when child/ren are present. This includes ensuring all parents/carers are aware we are part of this initiative via newsletters and the school website.

All staff receive safeguarding and child protection training at induction. Temporary staff and volunteers will be made aware of policies including child protection, staff code of conduct and acceptable use of technologies including social media as part of their induction.

To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.

We are fully committed to safeguarding the welfare of children in care, previously looked after children and care leavers.

To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including Domestic Violence and Abuse (DVA), Child exploitation including sexual and criminal, Serious violence, Trafficking, Gangs and knife crime, Radicalisation, Female Genital Mutilation (FGM), Honour based Violence (HBV) and Forced Marriage (FM), Online/Social Media Safety. They will be supported to calculate risk and be made aware of the range of support available to them.

To ensure staff are aware that wider environmental factors could be present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as 'risk outside the family home' and needs to be considered in assessment for children and young people.

To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of pupils, reasonable practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

To support the mental health and well-being of students and be able to identify when there are needs and consider when they become a safeguarding issue. We will follow referral processes to gain the support required to help keep the child safe.

The school will ensure that parents understand the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The school's child protection policy is made available to parents on request and published on the school website.

### **Implementation, Monitoring, and Review of the Safeguarding and Child Protection Policy**

The Designated Safeguarding Lead/s will ensure that the school's child protection policy is put on the agenda of the Governing Body at least once per year for discussion, monitoring, review and renewal.

School submits the Local Authority annual safeguarding audit (S175/157 Education Act 2002 audit) to evidence compliance with current legislative requirements, including any implications and learning from local, regional or national safeguarding issues.

In this way the Governing Body authorises the DSL/s for Child Protection to carry out their responsibilities as outlined in the statutory guidance.

### **STATUTORY FRAMEWORK**

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

#### **The Education Act 2002 (sections 175/157)**

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education(FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

## **The Children Act 2004**

### **Relevant regional and interagency procedures.**

### **Working Together to Safeguard Children 2018, updated December 2020**

Requires all schools to follow the procedures for protecting children from abuse which are defined by the relevant Local Authority and have appropriate procedures in place for responding to all concerns of actual or suspected abuse including allegations against members of staff in a position of trust. The best way to safeguard children is through effective early help and prevention so it is important to carry out effective early help assessment and take on the role of the Lead Professional.

### **What to do if you're worried a child is being abused: advice for practitioners**

### **The Education (Pupil Information) (England) Regulations 2005**

**Keeping Children Safe in Education September 2020** places the following statutory duties on all schools:

- Teachers **must** personally report to the police cases where they discover that an act of Female Genital Mutilation (FGM) appears to have been carried out.
- Schools should be aware of and follow regional and local policies and procedures.
- Staff should be vigilant to signs of abuse and to whom they should report any concerns to.
- Schools should have procedures in place which are disseminated to all staff for handling suspected or actual cases of abuse of pupils, including procedures to be followed in the case of allegations or concerns against persons in a position of trust including knowing local referral processes.
- Every school should have a Designated Safeguarding Lead who is a member of the senior management team and responsible for co-ordinating safeguarding/child protection work within the school and liaising with other agencies as appropriate.
- Staff with designated responsibility for safeguarding and child protection should receive appropriate single agency and multi-agency training approved by local safeguarding arrangements at least every 2 years and their knowledge and skills should be refreshed regularly, but at least annually, via briefings, newsletters and National, regional and local updates.
- All other staff in school should receive training to raise their awareness of signs and symptoms of suspected or actual abuse and the procedures they should follow at least every year. They should also be given regular updates on safeguarding issues.
- All staff should be prepared to identify children who may benefit from early help.
- That all schools and FE colleges should share information and work in partnership with other agencies when there are concerns about a child's welfare.
- School will maintain safeguarding responsibility when a child is attending Alternative Provision.
- Children missing from education – schools' have a duty to inform the local authority (LA) if a pupil fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more.

### **Information sharing advice for safeguarding practitioners**

### **Mental Health and Behaviour in Schools: Departmental Advice**

**Sexual violence and sexual harassment between children in schools and colleges** – see Peer on Peer abuse appendix A

Sexual violence and sexual harassment can occur between two children of **any** age and **sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

*Sexual violence* refers to sexual offences under the Sexual Offences Act 2003 and includes rape and sexual assault.

*Sexual harassment* is any 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support.

## **Coronavirus: Guidance for full opening: schools**

### **Section 26 of the Counter-Terrorism and Security Act 2015**

#### **The Prevent Duty**

The UK faces a severe and continuing threat from international terrorism. The Government is taking tough security measures to keep people safe but action at a local level is also essential to stop people becoming or supporting terrorists or violent extremists. Local Authorities and the police need to take a lead in ensuring that local partnerships have been clearly tasked with driving delivery of a jointly agreed programme of action. From 1 July 2015 all schools must have regard to the statutory guidance around the Prevent Duty (this also applies to registered early years and later years childcare providers). They are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is also known as the Prevent Duty. It applies to a wide range of public-facing bodies.

**Section 5B of the Female Genital Mutilation Act 2003** (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. From October 2015, there is a 'mandatory reporting duty' for all education providers.

**Child and Social Work Act 2017** requires schools to ensure:

- a. Relationships education be provided to pupils of compulsory school age receiving primary education at schools in England
- b. Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.
- c. That pupils learn about:
  - Safety in forming and maintaining relationships
  - The characteristics of healthy relationships
  - How relationships may affect physical and mental health and well-being
- d. The education is appropriate having regard to the age and the religious background of the pupils.

### **STATUTORY SCHOOL POLICIES**

A full list of statutory policies can be found at <https://www.gov.uk/government/publications/statutory-policies-for-schools>.

Please note that none of these policies relate to safeguarding and child protection.

### **OTHER RECOMMENDED POLICIES**

Anti-bullying  
Drugs and substance misuse  
E Safety (including Acceptable Use Policies and Use of Digital images)  
First Aid (including management of medical conditions, intimate care)  
Behaviour  
Attendance  
Health and Safety

Management of Allegations against Staff  
Data Protection and Freedom of Information  
PSHE curriculum (Sex and Relationship Education)  
Race, Disability and Equality policy  
Recruitment and Selection  
Physical Intervention  
Combating Extremism  
Staff Code of Conduct  
Whistle-blowing  
Supporting Children with Medical Conditions  
Domestic Abuse

## **THE DESIGNATED SAFEGUARDING LEADS**

The Designated Safeguarding Leads (DSLs) for child protection will co-ordinate action on child protection within the school. This includes ensuring that all staff, teaching and non-teaching (including supply staff) know who the designated member of staff is/ are and that they are aware of their individual responsibility to be alert to the signs of abuse and should consider the context within which specific safeguarding issues within the wider environment (Assessment of risk outside the family home – see appendix A) to discuss any concerns with the designated member of staff. Also that they are aware of what happens once a concern has been raised.

At least one DSL or deputy will be available during school hours for staff to discuss issues of concern and appropriate cover will be arranged for any out of hours/out of term activities.

Our DSL's are:

**Simon Hobbs - Shenstone Lodge site**

**Chris Husband - The Brades Lodge site**

They are members of the senior leadership team and have lead responsibility and management oversight and accountability for child protection on each site and, and with the Executive Head teacher, Neil Toplass, will be responsible for co-ordinating all child protection activity.

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL. Whilst the activities of the safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility is not delegated.

The Deputy DSLs are:

**Leigh Bridgewater, Safeguarding Manager - Shenstone Lodge site**

**Allison Morling, Safeguarding Manager - The Brades Lodge site**

In the absence of the DSL or Deputy DSL the most senior member of staff in school will assume responsibility for any child protection matters that arise. Any deputies should be trained to the same standard as the DSL.

Any provisions run by the school which operate before or after standard school times will require a separate person to be allocated.

It is the role of the DSLs and Deputy DSLs to:

- ensure that they receive refresher training at least every 2 years.
- To keep their knowledge and skills up to date (for example via e-bulletins and DSL meetings) at regular intervals, but at least annually, to keep up to date with developments relevant to their role.
- To ensure all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children at least every two years with regular updates at least annually which will enable them to recognise the signs and symptoms of abuse including Domestic Violence and Abuse (DVA) with knowledge of what is controlling behaviours and coercive control, Child to Parent

Domestic Abuse, peer to peer abuse, Child exploitation, Spiritual abuse, Female Genital Mutilation (FGM), Honour based violence (HBV) and Forced Marriage (FM).

- Ensure that all staff understand the statutory duty to report to police when they suspect a child has had FGM carried out on a girl under 18.
- Ensure all staff understand the Prevent Duty.
- Ensure there is effective induction in safeguarding and child protection for all adults working in the school, be they staff or volunteers, including agency staff, which is to be undertaken no longer than 10 working days of commencement of their contract.
- Make sure that concerns are raised by staff/volunteers when necessary.
- Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
- Ensure that the names and contact details of the DSLs/Deputies are on display for all staff, parents, pupils and visitors to the school.
- Ensure that (whenever possible) the DSL and Deputy DSL are not out of school (e.g. at training events) at the same time. If they are absent, arrangements should be in place to ensure their duties are covered during their absence.
- Ensure that the telephone number for the Single Point of Contact is available and easily accessible to staff in case, for any reason, the DSLs and Deputies are not contactable, in order to ensure there is not unwarranted delay in referral.
- Discuss concerns as required with outside agencies e.g. specific agency for single need (i.e. speech and language, Inclusion Support), early intervention multi-agency (i.e. Early Help process) or Multi Agency Safeguarding Hub (MASH)/ existing social worker (child protection/significant harm concerns).
- Be aware of contact details and referral routes to support families. This includes referral routes to local housing authority for families who are at risk of being homeless, referral routes for children in households where there is domestic abuse, child criminal exploitation, children missing from education.
- Work closely with agencies and services to improve outcomes for children and young people including (but not limited to) Senior mental health leads, Domestic Abuse support, Locality COGs, community policing.
- Complete/oversee all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals.
- Ensure that the school is represented by a DSL at child protection conferences, core groups and multi-agency meetings about 'children in need'. It is the DSL who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy DSL should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference.
- Compile and submit a written report regarding children who are subject to child protection conferences. This should be shared with parents before the conference takes place.
- Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the DSL.
- Consider appropriate safeguarding supervision arrangements.
- Ensure there are appropriately trained staff to lead on and that all staff are aware of the Early Help process.
- Ensure that relevant staff are informed and advised about the appropriate action when a child is subject to a Child Protection Plan.
- Ensure that welfare records are kept securely and confidentially (locked and with limited access).
- Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
- Ensure that records are transferred when a child changes school.
- Ensure mechanisms are in place to support the DSLs in specific regard to their welfare responsibilities e.g. weekly/monthly one to one meetings between the DSL and Deputy to offer mutual support.
- Keep the school's SMT, Governors, Local Authority and appropriate local safeguarding board informed about safeguarding and child protection issues as requested.
- Provide guidance to parents, children and staff about obtaining suitable support.
- Discuss with new parents the role of the DSL and safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the safeguarding and child protection policy.

- To arrange adequate and appropriate cover arrangements for any out of hours/out of term activities including onsite day care provision.

## **THE GOVERNING BODY**

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

In particular, the Governing Body ensures that:

- Safeguarding and child protection policy and procedures are in place and reviewed annually.
- Safe recruitment procedures are in place and reviewed annually.
- All staff (paid and unpaid) have an up to date and enhanced Disclosure and Barring service (DBS) certificate. All those carrying out teaching roles will require an additional check to ensure they are not prohibited from teaching.
- DBS certificates will be in place for all serving governors and newly appointed governors within 21 days of their appointment.
- A Single Central Register is monitored to ensure it meets statutory requirements.
- Position of trust procedures are in place and reviewed annually.
- A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role.
- The DSL's attend appropriate refresher training at least every 2 years.
- All staff undertake training on an annual basis with additional updates as necessary and complete further relevant safeguarding/child protection training according to their role and responsibilities.
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities.
- There are dedicated teachers for Looked After Children who have been appropriately trained. These staff members have a key role in promoting the educational achievement of Looked After Children and engaging with the DSLs.
- A member of the Governing Body (usually the chair) is nominated to be responsible in the event of an allegation of abuse being made against the Executive Head Teacher.
- That they receive an annual report from the DSLs regarding safeguarding/child protection work including details of early help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.
- The governors support the DSLs in carrying out their responsibilities as outlined in 'Keeping Children Safe in Education' September 2020 and role as set out in their Job Description.

**The nominated governor for child protection is: Beverley Walters – her number is 07966 261495**

The nominated governor is responsible for liaising with the Executive Head teacher and DSL's over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.

## **THE EXECUTIVE HEADTEACHER**

- Ensures the child protection policy and procedures are understood and implemented by all staff.
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSLs and deputies to carry out their roles effectively
- Supports the designated teachers for Looked After Children to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure all staff have the skills, knowledge and understanding necessary to keeping looked after children safe.
- Ensures all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with whistle-blowing procedures.

- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online, as part of a broad and balanced curriculum.
- In liaison with DSL's, refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the MASH/ SPOC -who then refer to the Local Authority Designated Officer (LADO) within one working day prior to any internal investigation.
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service, as advised by the LADO.
- Investigates allegations concerning members of staff and/or volunteers.

## **A SAFER SCHOOL CULTURE**

### **SAFER RECRUITMENT AND SELECTION**

The school pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks through the Disclosure and Barring Service (DBS).

All staff are required to have an up to date DBS certificate completed by Sandwell MBC. Likewise, all visitors and contractors will need to show proof of their DBS either through producing a certificate or their company clarifying their check. If this is not produced, then this contractor / visitor will wear a red lanyard and be escorted whilst on the school site at all times.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Neil Toplass, Simon Hobbs, Karen Appleby, Denise Hart, Martin Wright and Leighton Hughes have undertaken appropriate training in Safer Recruitment. One of the above will be involved in all staff/volunteer recruitment processes and sit on the recruitment panel.

### **STAFF SUPPORT**

We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### **OUR ROLE IN THE PREVENTION OF ABUSE**

We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

#### **The curriculum**

Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety) and bullying.

Relevant issues will be addressed through other areas of the curriculum, for example: English, History, Drama, Art.

#### **Other areas of work**

All our policies which address issues of power and potential harm, for example bullying, discrimination, equal opportunities, handling, positive behaviour, will be linked to a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

### **ONLINE-SAFETY**

Curriculum and computing, use of mobile technology (See separate policies for further information)

**The ONLINE-SAFETY lead is - Mr C Husband – Acting Head of the Brades Lodge**

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums, social networks and the ability to live stream can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases, arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at our school.

Pupils can engage in or be a target of Cyber-bullying using a range of methods including text, sexting and instant messaging to reach their target. Mobile phones are also used to capture violent assaults and inappropriate images or other pupils for circulation (e.g. happy slapping/sexting).

The best protection is to make pupils aware of the dangers through age appropriate curriculum teaching particularly computing and IT lessons and PSHE.

At Shenstone Lodge School:

- Software (filters, firewalls and monitoring) are in place to minimise access and to highlight any person or child accessing inappropriate sites or information;
- Pupils will be encouraged to discuss openly their use of technology and anything, which makes them feel uncomfortable. (If this results in child protection concerns the schools DSL will be informed immediately);
- Pupils are taught not to give out personal details, phone numbers, schools, home address, computer passwords etc. and
- Pupils should adhere to the school policy on mobile phones and use of social media/live streaming/apps
- Staff receive online safety training

The police will be involved and advice will be sought from CEOP if required if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Use of mobile phones, cameras and other devices (See separate policies for further information) unauthorized or secret use of a mobile phone or other electronic device, to record voice, pictures or video is forbidden. Unauthorised publishing of such materials on a website, which causes distress to the person(s) concerned, will be considered a breach of school code of conduct, whether intentional or unintentional. The person responsible for the material will be expected to remove this immediately upon request and appropriate procedures will be followed. Where any crime may have been committed, the police will be informed.

We recognise that many aspects of the curriculum can be enhanced using multi-media and that there are now a wide and growing range of devices on which this can be accomplished. Digital images, video and sound recording are only taken with the permission of participants; images and video are of appropriate activities and are only taken of children wearing appropriate dress. Full names of participants are not used either within the resource itself, within the file-name or in accompanying text online.

All parents & visitors are asked not to use mobile phones when visiting our school and to take any calls or texts outside of the building. All staff must be vigilant and remind any parents/visitors who forget.

We ask all parents/carers to sign an agreement about taking and publishing photographs and video of their children and this list is checked whenever an activity is being photographed or filmed.

For their own protection staff or other visitors to school never use a personal device (mobile phone, digital camera or digital video recorder) to take photographs of pupils. School mobile phones or similar devices with communications facilities used for curriculum activities are set up appropriately for the activity. Pupils are taught to use them responsibly.

## **SCHOOL PROCEDURES – STAFF RESPONSIBILITIES**

The DSLs ensure that all school staff and volunteers are alert to the potential abuse of children both within their families and from other sources including members of the school community.

The DSLs will ensure all staff are aware of the school's reporting and referral procedure and the need for timely reporting.

A child going missing from education is a potential indicator of abuse or neglect. School staff will follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future, in accordance with 'KCSIE' September 2020. Consideration should be given to a referral to children's services if there are safeguarding concerns or there has been no contact with school. If a child stops attending altogether this will be reported to attendance and prosecution service with information regarding taking a child off the school roll.

The school will robustly monitor the attendance of children on roll in the school in line with the Attendance Policy. When a safeguarding/child protection concern is raised, attendance concerns will be shared with partner agencies in accordance with local information sharing protocols.

The school will have systems in place to regularly update contact numbers for parents/carers and that there at least two emergency contact numbers on file for every child on roll.

If any member of staff is concerned about a child the DSL (or Deputy) must be informed immediately. There is an absolute responsibility for all members of the school to respond to any suspected or actual abuse of a child in accordance with these procedures.

The member of staff must record information regarding the concerns and ensure the written record is passed to the DSL on the same day. The recording must be a clear, precise, factual account of the observations.

There may be emerging needs or adversities faced by children and their families that could be addressed through early help. The relevant regional Single Point of Contact or MASH team are available for early advice and support prior to getting to the point when things need to go to MASH.

The DSL will decide whether the concerns should be referred to children's social care via the MASH. If it is decided to make a referral to children's social care this will be discussed with the parents and consent sought, unless to do so would place the child at further risk of harm, place a vulnerable adult at risk or compromise any enquiries that may need to be made.

When concerns have been raised regarding a child or they are subject to any multi agency work a written record will be kept securely and separately from the child's main pupil file.

Whenever a child transfers to another school all school records, including safeguarding/child protection files will be sent to the receiving school in a secure manner and relevant agencies will be informed of the new school that the child has moved to.

The DSLs take responsibility for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff and volunteers are made aware that the main categories of abuse are:

- **Physical abuse**
- **Emotional abuse**
- **Sexual abuse**
- **Neglect**

In addition to these types of abuse and neglect, members of staff will also be alert to specific safeguarding issues. Please see appendix A.

All staff will have awareness training and briefings so they are alert to the signs and symptoms of abuse, including those that may signal a child is at risk from or involved with serious crime. They are made aware of the associated risks and understand the measures in place to manage them (<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>).

All staff will be informed of the risks posed by adults or young people who use the internet to bully, groom or abuse children.

Staff will oversee the safe use of electronic and social media by staff and pupils and take immediate action if they are concerned regards any bullying or risky behaviours.

All staff should be concerned about a child if he/she presents with indicators of possible significant harm – see appendix A for details.

## **DEALING WITH A DISCLOSURE**

Where a pupil discloses that he/she has been abused the following guidelines must be followed:

### **RECEIVE**

- If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them time to speak to you.
- **NEVER** promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will need to talk to someone.
- Listen carefully to the child. Do not stop a child who is freely recalling information
- Where a child is visibly upset or has an obvious injury, it is good practice to ask the child why they are upset or how the injury was caused, or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

### **REACT**

- If you need to clarify information, ask open ended questions e.g. 'is there anything you'd like to tell me?', 'can you explain to me...', 'can you describe to me...'.  
• Never ask leading or suggestive questions e.g. 'did he/she do anything that they shouldn't have done?'.  
• Never ask 'accusing' questions e.g. 'why didn't you tell someone earlier?'.  
• Never criticise the alleged perpetrator, it may be someone that they will continue to live with.  
• Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information.  
• These four factors may complicate enquiries that need to be made later by children's social care or the police.

### **REASSURE**

- Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.
- If you have any concerns that the child has been, or is at risk of harm, you must tell them that you are going to speak to someone to get help.

### **RECORD**

- Make notes as soon as possible afterwards using the words the child has used.
- Do not record your assumptions and interpretations, just what you heard and saw.
- Do not destroy original notes even if you later write things up more neatly and fully.
- Record the date, time and place of the disclosure.
- Sign any written records and identify your position in the school setting.
- **DO NOT** ask the child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or police.

## REFER

- Immediately inform the DSL or Deputy DSL who will be responsible for following the appropriate procedures:  
**Simon Hobbs DSL/Leigh Bridgewater Deputy DSL Shenstone Lodge site**  
**Chris Husband DSL/Allison Morling Deputy DSL Brades Lodge site**
- In the absence of anyone being available in school, contact the Single Point of Contact for advice (see Appendix F).
- To consult with the DSL does not mean a referral has been made. This decision is the responsibility of the DSL, who will contact the appropriate agency as and when required.
- If you are unhappy with your response you receive from your DSL contact the relevant Local Authority Contact Centre (see Appendix F) where you may be put through to speak to a qualified Social Worker.

### ***UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE***

## MAKING A REFERRAL

A referral involves sharing information in line with the relevant local threshold matrix to either the Early Help Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix D).

Parents/carers should be informed if a referral is being made except in the circumstances where it is considered this would put a child of further risk of harm.

Inability to inform parents for any reason should not prevent a referral being made to children's social care via the MASH service. It would then become a joint decision with the relevant local authority about how and when the parents should be approached and by whom.

If lower level multi agency support is required for a child and/or their family, the DSL will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve and identified concerns.

If the concerns are more complex and require statutory intervention, then the DSL will refer the matter to children's social care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at appendix D detailing the referral procedure.

### **How to make a referral to Children's Social Care if a child is at risk of significant harm**

**Step 1** – complete a Multi-Agency Referral Form (MARF) including any relevant body map and/or Child Exploitation Screening form and send it to the Mash secure e mail address on the front of the form. Be prepared to give as much of the following information as possible. If there are any Child Sexual Exploitation (CSE) concerns, then a CSE screening tool should always be completed and submitted to the relevant Local Authority.

**Step 2** – if a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and the relevant Local Authority Contact Centre. A MARF will also need to be completed within an hour of reporting the concern.

**Step 3** – Accurately record the action agreed following the referral or that no further action is to be taken and the reasons for this decision noting with whom discussions were held and who made the decisions on the appropriate school form.

### **Position of Trust Referrals**

Position of Trust (POT) referrals will be referred via the SPOC/MASH. A MARF for the child will be completed and a Multi-Agency POT referral form for the person allegations have been made about. This should detail the alleged incident and have all relevant details regards the child and the adult who the allegations have been made about.

## **Concerns re Terrorism/Radicalisation**

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

Shenstone Lodge School will refer any incidents of suspected radicalisation or children deemed at risk on a MARF to the MASH marked as PREVENT referral.

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the relevant Local Authority Prevent Strategy Co-ordinator for further advice (see Appendix F).

## **CONFIDENTIALITY**

Safeguarding children raises issues of confidentiality that must be clearly understood by staff/volunteers in school.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly children's social care and the Police.

If a child wishes to confide in a member of staff/volunteer and requests that the information is kept secret, the member of staff/volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information on to help keep the child or other children safe.

Staff/volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's Confidentiality policy and other relevant policies i.e. the Safeguarding and Child Protection policy and appropriate Local Authority inter-agency procedures.

## **COMMUNICATION WITH PARENTS**

The school will always discuss concerns with parents/carers and consent for any referrals should be sought unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm
- Place a vulnerable adult at risk of harm
- Compromise any enquiries that need to be undertaken by children's social care or the Police.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

## **RECORD KEEPING**

The importance of good, clear child welfare and child protection record keeping has been highlighted in the learning from Serious Case Reviews.

Good up to date record keeping of concerns and action taken is essential for two main reasons:

- It helps schools identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating a safeguarding or child protection concern.
- It helps schools monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.

A record of a concern, suspicion or allegation is made at the time of or as soon as possible after the event. Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the

child's own words, what was said or seen and the location both of the abuse and the disclosure. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

A record is made of any visible marks or injuries to a child that give cause for concern, this will also be completed on a body map. The child should not be examined intimately or pictures taken of any injuries/marks (unless requested by statutory services).

Staff should record all information using the school's electronic system Behaviourwatch using the Safeguarding tab. If Behaviour watch cannot be accessed for any reason staff should make a written record.

All written records will be signed and dated clearly with the name of the signatory clearly printed.

**When a child has made a disclosure, the member of staff/volunteer will:**

- Make brief notes as soon as possible after the conversation on Behaviourwatch or in writing.
- All written records should be kept in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Record statements and observations rather than interpretations or assumptions.
- Distinguish fact from opinion.

**Children must not be asked to make a written statement themselves or to sign any records.**

All records should be shared with the appropriate DSL/deputy at least on the same day and within an hour for significant concerns.

All records of a child protection nature (handwritten or typed) are given to the DSL or Deputy before the end of the working day. These should be filed in individual pupil files in chronological order and a chronology of significant events should be maintained at the front of the file.

No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with Data Protection Act 2018 and transferred in accordance with the Education (Pupil information – England) Regulations 2005.

**ALLEGATIONS/CONCERNS INVOLVING SCHOOL STAFF/SUPPLY STAFF/WORK PLACEEMNT STUDENTS/VOLUNTEERS/CONTRACTORS**

An allegation relates to an adult who works with children (in a paid or unpaid capacity) and they have:

- behaved in a way that has harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;  
or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff could take the following forms:

- **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls, texts, images via social media, sexual assault and rape.

- **Neglect**

For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.

In these circumstances, allegations or concerns should be taken seriously and the Head Teacher/Executive Head teacher, who has the responsibility for managing allegations against persons in a position of trust in school, will be informed immediately.

When dealing with allegations we will ensure that we will:

- deal with them quickly, fairly and consistently
- provide effective protection for child/ren and support the person subject to the allegation
- complete a risk assessment and make a justifiable decision on whether that person should be temporarily relieved from duties or deployed elsewhere whilst an investigation is undertaken.

It is not the responsibility of the person receiving the allegation to make any enquiries or discuss the allegation with anyone other than the Head Teacher.

As with all other concerns about the welfare of children, the member of staff receiving the allegation should make a written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed onto the Head Teacher.

Under no circumstances should the informant be asked to make a written record of the allegation or asked to sign any documentation. This is the responsibility of the person receiving the allegation.

The Head Teacher/executive Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will refer the incident on a Multi-Agency Position of Trust (POT) Referral form to Sandwell Children's Trust via the Multi-Agency Safeguarding Hub (MASH). In addition, a MARF for the child will be also be completed and sent to the MASH.

Appropriate support will be put in place for the member of staff who is facing the allegation and a named contact within school will be provided.

If the Head Teacher is implicated in the concerns, the Executive Head Teacher should be informed immediately or, in their absence, the Chair of Governors.

If the Executive Head Teacher is implicated, the Chair of Governors should be informed immediately or, in their absence, the Vice Chair.

**The Chair of Governors in this school is:**

**Leighton Hughes: telephone number: 07850 278822**

**The Vice Chair in this school is:**

**Stuart Hobbs telephone number: 01892 785671**

The same process will be followed by the chair or vice chair of governors as that followed by the Head Teacher/Executive Head.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct and Government document 'Guidance for safer working practice for those working with children and young people in an educational setting.'

If you have safeguarding or child protection concerns relating to the parents/carers of children and you are aware that they work with children, young people or vulnerable adults, you must inform the Designated Safeguarding Lead. This will allow for consideration to be given as to whether the position of trust process needs to be applied.

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with Sandwell's inter-Agency Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Head Teacher should, as soon as possible, and after consulting with the Local Authority Designated Officer (LADO) inform the person against whom the allegation has been made of the concern.

The Sandwell LADO is Belinda Greasby who can be contacted on:  
e mail - [Sandwell\\_lado@sandwellchildrenstrust.org](mailto:Sandwell_lado@sandwellchildrenstrust.org)  
telephone - 0121 569 4770.

**All referrals should be e mailed on [access\\_team@sandwellchildrenstrust.org](mailto:access_team@sandwellchildrenstrust.org).**

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found by contacting the NSPCC whistleblowing helpline. Staff can call 0800 028 0285 – the line is available from 8am to 8pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

At the conclusion of any case, especially if concerns are substantiated, school will review the circumstances of the allegation and consider if any changes to processes in school need to be made.

## **CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration,
- The potential for children with SEN and disabilities being disproportionately impacted by things like bullying – without outwardly showing and signs.
- Communication barriers and difficulties in overcoming these barriers, and:
- Being more prone to peer group isolation than other children

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a pupil who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the Governing Body.

To address these additional challenges, school will consider extra wellbeing support for our children with SEN and disabilities.

## **LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN**

The most common reason for children becoming looked after (LAC) is a result of abuse and/or neglect. Governing bodies and the designated teachers for LAC ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

**The designated LAC teachers are:**

- **Ian Mitchell – Shenstone Lodge Site**
- **Chris Husband – The Brades Lodge Site**

They will:

ensure that appropriate staff have the information they need in relation to a child's legal status whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order;

liaise with the allocated social worker to ensure contact arrangements with birth parents or those with parental responsibility are suitable.

The designated LAC teachers also have the information about the child's care arrangements and the levels of authority delegated to the carer by the relevant Local Authority.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe.

When dealing with looked after and previously looked after children it is important that all agencies work together and prompt action taken when necessary to safeguard these children, who are a particularly vulnerable group.

## **PEER ON PEER ABUSE INCLUDING SEXUAL VIOLENCE AND HARRASSMENT**

It is recognised that sometimes children are capable of abusing their peers. Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or are in an environment where this is possible.

This is most likely to include:

- Bullying (including cyber bullying)
- Physical Harm
- Sexual violence
- Sexual harassment
- Up-skirting – which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or to cause humiliation, distress or alarm to the victim
- Sexting
- Initiation / hazing type violence and rituals

We recognise that whilst perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves. We will work closely with alleged perpetrators to halt and prevent further occurrences.

All children should be able to attend school and learn in a safe environment. When this is compromised by the actions or behaviours of their peers this will be dealt with through our behaviour policy.

Prevention is a fundamental method of minimising risks and we will do this by:

- providing developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- having systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued
- delivering targeted work on assertiveness and keeping safe to those pupils identified at risk
- developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils

Sometimes allegations are made of a specific safeguarding nature. These may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Some of the features of these could include:

- allegations against an older pupil's behaviour towards a younger child
- severe bullying
- behaviour/s of a serious nature possibly related to a criminal offence
- indicators that other pupils have been affected by this pupil
- taking part in sexting
- photographing or videoing other children performing indecent acts
- forcing others to use drugs or alcohol

### **Procedure:**

All complaints and incidents will be taken seriously with a record of incidents and action taken.

An assessment of an incident between peers will be completed to consider:

- has this been a deliberate or contrived situation for a young person to be able to harm another?
- chronological and developmental ages of everyone involved
- difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- all alleged physical and verbal aspects of the behaviour and incident
- whether the behaviour involved inappropriate sexual knowledge or motivation
- what the degree of physical aggression, intimidation, threatening behaviour or bribery
- the effect on the victim
- any attempts to ensure the behaviour and incident is kept a secret
- the child or young person's motivation or reason for the behaviour, if they admit that it occurred
- whether this was a one-off incident, or longer in duration

It is important to deal with a situation of peer on peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts. It is equally important to think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that may create a 'blame' culture and leave a child labelled.

#### **Taking Action – What we do:**

- Always take complaints seriously
- Gain a statement of facts from the pupil(s)
- Assess needs of victim and alleged perpetrator
- Consider referral to Police or Social Care
- Contribute to multi agency assessments
- Convene a risk management meeting
- Record all incidents and all action taken

Consideration will be given to whether the complaint raises a safeguarding concern and, then if appropriate, reported to the DSL / Deputy.

- A factual record should be made but no attempt should be made to investigate at this stage
- The DSL/Deputy can discuss the case with advisory personnel such as the SPOC, COG or the Educational safeguarding officer to determine if a referral to MASH is required. If there is an indication that a criminal offence has been committed, then the police may become involved. School may be advised to refer the case to the police or advise parents to do so.
- The DSL/Deputy will speak to parents of the victim(s) and the alleged perpetrator to inform them of the referral as long as it does not put either parties at further risk of harm.
- Records of action and advise will be kept on both children's file
- Consideration will be given to whether the alleged perpetrator should be excluded from school according to our behaviour policy
- If children's services decide there will be no further action a thorough investigation will be carried out in school using the school's usual disciplinary procedure
- If school consider a safeguarding risk is still present then a full risk assessment will be carried out with a date set for follow up review.

#### **PHYSICAL INTERVENTIONS (USE OF REASONABLE FORCE)**

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, who needs instruction in the use of an instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves or others), it may be necessary for some physical contact to take place.

Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to ensure pupils are safe from the above. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury to themselves or others. "Reasonable" in these circumstances means 'using no more force than is needed'.

The general guidance on *Reducing the need for restraint and restrictive intervention (HM Government June 2019)*, *Behaviour and discipline in school Advice for head teachers and school staff (HM Government January 2016)*, *The Use of Reasonable Force: Guidance for Head Teachers, staff and Governing Bodies (2013)* continues to be supplemented by a specialist guidance document, namely '*Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders*' (2012) and '*Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties*'. The circular entitled '*Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autism Spectrum Disorders*' applies to all special school settings.

Section 246 of the Apprenticeship, Skills, Children and Learning Act 2009 requires the Governing Body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil normally lives.

There is separate guidance on the use of force by staff in Further Education colleges: [www.aoc.co.uk](http://www.aoc.co.uk) and applies to school pupils who receive some of their education in an FE college.

## APPENDIX A

### DEFINITIONS OF ABUSE AND NEGLECT (including specific safeguarding issues)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Child welfare concerns may arise in different contexts and can vary in terms of extent and seriousness. Children can be abused by family members and strangers, in an institution or community setting including via the internet. In the case of Female Genital Mutilation children may be taken out of the country to be abused.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they have impaired capacity to avoid or resist abuse. There are also assumptions that indicators of abuse such as behaviour, mood and injury can relate to the child's disability without further exploration. Children with SEN and disabilities can be disproportionately impacted by bullying without showing outward signs. Children develop and mature at different rates so what appears to be worrying for a younger child might be normal for an older child. Parental behaviours may also be indicative of abuse or neglect so be alert to parent-child interactions and behaviours which are concerning. By understanding warning signs you can respond to problems as early as possible and provide the right support/services for the child and their family.

#### 1. 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 (Munchausen syndrome by proxy).

##### Signs of possible physical abuse:

- Any injuries not consistent with the explanation given for them.
- Injuries which occur to the body in places which are not normally exposed to falls or rough games.
- Injuries which have not received medical attention.
- Reluctance to change for, or participate in, games or swimming.
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation.
- The child gives inconsistent accounts for the cause of injuries.
- Frozen watchfulness.

##### Possible effects of physical abuse:

- Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

#### 2. 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 a 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.**

**Signs of possible emotional abuse:**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws and becomes clingy.
- Obsessions or phobias.
- Sudden underachievement or lack of concentration.
- Seeking adult attention and not mixing well with other children.
- Sleep or speech disorders.
- Negative statements about self.
- Highly aggressive or cruel to others.
- Extreme shyness or passivity.
- Running away, stealing and lying.

**Possible effects of emotional abuse:**

- If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more physical forms of abuse, in terms of its impact on the child.
- Domestic Violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

### **3. SEXUAL ABUSE AND EXPLOITATION**

- 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, 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.

**Signs of possible sexual abuse:**

- Any allegations made by a child concerning sexual abuse.
- The child has an excessive pre-occupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age.
- Sexual activity through words, play or drawing.
- Repeated urinary infections or unexplained stomach pains.
- The child is sexually provocative or seductive with adults.
- Inappropriate bed sharing arrangements at home.
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations.
- Eating disorders, for example anorexia nervosa and bulimia;

**Possible effects of sexual abuse:**

- Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem has all been linked to sexual abuse.
- Its adverse effects may last long into adult life.

- The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser.
- The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection.
- Some adults who sexually abuse children were themselves sexually abused as children.

#### **4. 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.

##### **Signs of possible neglect:**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food.

##### **Possible effects of neglect:**

- Neglect can seriously impair a child's health, physical and intellectual growth and development
- Can cause long term difficulties with social functioning, relationships and educational progress
- Extreme cases of neglect can cause death.

#### **SPECIFIC SAFEGUARDING ISSUES:**

##### **VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)**

VAWG is defined as any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

VAWG is the umbrella term which brings together multiple forms of serious violence such as crimes committed in the name of 'honour', domestic abuse (including controlling behaviour and coercive control), female genital mutilation (FGM), forced marriage, sexual violence, abuse, exploitation and rape, stalking, harassment, trafficking for sexual exploitation, prostitution.

If members of staff have a concern about or knowledge of any VAWG incidents, they will share it immediately with the DSL with a view to referring to appropriate agencies.

##### **SO-CALLED HONOUR BASED VIOLENCE (HBV)**

So-called 'Honour Based' Violence (HBV) is a crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances (and can include multiple perpetrators) who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional

beliefs of their culture. For example, HBV might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

Crimes of 'honour' do not always include violence. Crimes committed in the name of 'honour' might include:

- Domestic abuse
- Threats of violence
- Sexual or psychological abuse
- Being held against your will or taken somewhere you don't want to go
- Forced marriage

## **FORCED MARRIAGE**

A forced marriage is one that is carried out without the consent of both people. This is very different to an arranged marriage which both people will have agreed to. There is no religion that says it is right to force you into a marriage and you are not betraying your faith by refusing such a marriage.

## **FEMALE GENITAL MUTILATION**

Female Genital Mutilation (FGM) is a procedure where the female genitals are deliberately cut, injured or changed but where there is no medical reason for this to be done. It is also known as 'female circumcision'. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. It is illegal to perform FGM in England and Wales, assist a young girl to carry out FGM on herself in England and Wales and assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident

**Some of the following signs may be indicators of risk of FGM or a child has undergone FGM:**

- Knowing that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school.
- The child may talk about a special procedure/ceremony taking place
- Prolonged absence from school or other activities with noticeable behaviour change on return, possible with menstrual or bladder problems
- Children finding it difficult to sit still and looking uncomfortable or complaining about pain between the legs or needing to spend longer in the bathroom or toilet
- Appear withdrawn, anxious, depressed
- Have unusual behaviour after absence from school or college
- If a child suspects FGM is going to happen she may run away from home or miss school
- Talking about somebody doing something to them that they aren't able to talk about

In Africa, FGM is known to be practiced among certain communities in 29 countries:

Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Cote d'Ivoire, Democratic Republic of Congo, Djibouti, Egypt, Eritrea, Ethiopia, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Somalia, Sudan, Tanzania, Togo, Uganda and Zambia.

Certain ethnic groups in Asian countries practice FGM including in communities in:

India, Indonesia, Malaysia, Pakistan and Sri Lanka.

In the Middle East, the practice occurs in:

Oman, the United Arab Emirates and Yemen as well as in Iraq, Iran, the State of Palestine and Israel.

In Eastern Europe, recent information shows that certain communities are practicing FGM in Georgia and the Russian Federation.

In South America, certain communities are known to practice FGM in Columbia, Ecuador, Panama and Peru.

And in many western countries, including Australia, Canada, New Zealand, the United States, the United Kingdom and various European countries, FGM is practiced among diaspora populations from areas where the practice is common.

## **BELIEF IN SPIRIT POSSESSION**

Abuse linked to a Belief in Spirit Possession whereby the perpetrators believe that an evil spirit has entered a child and is controlling him or her.

Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others.

Terms used may be 'black magic', 'kindoki', 'the evil eye', 'djinn', 'voodoo', 'obeah', 'demons' and 'child sorcerers'.

In all these cases genuine beliefs can be held by families, carers, religious leaders, congregations and the children themselves that evil forces are at work.

Abuse often occurs when an attempt is made to 'exorcise' or 'deliver' a child.

**Some of the following signs may be indicators of this type of abuse but may also be common features in other kinds of abuse:**

- Signs or marks such as bruises or burns
- A child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children
- A person's personal care deteriorating such as losing weight, being unkempt with dirty clothes and even faeces smeared on them.
- Parent or carer does not show concern for or have a close bond with the child
- Child's school attendance becoming irregular or the child being taken out of school altogether.
- A child reporting, that they or have been accused of being 'evil' and/or that they are having the 'devil beaten out of them'.

## **MENTAL HEALTH**

We are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Our staff members, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that our staff members are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

We also note the DfES's advice and guidance on 'Mental Health and Behaviour in Schools'.

## **ASSESSMENT OF RISK OUTSIDE THE FAMILY HOME (Extra familial abuse)**

The following toolkits and guidance will be referred to when concerns are raised:

- Child Exploitation Toolkit
- County Lines Exploitation Guidance
- CSE Exploitation for Schools

Children and young people may be vulnerable to abuse or exploitation from outside their families. These threats may occur in educational establishments, within peer groups or more widely from within the community and/or online. Children can be vulnerable to multiple threats including exploitation by criminal gangs and organised crime groups, online grooming, extremist ideologies.

Professionals should consider whether wider environmental factors are present that threaten a child's safety and welfare.

## **ON-LINE SAFETY**

There is a breadth of issues relating to online safety and social media. They can be broadly categorised into three broad areas of risk:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being exposed to harmful interactions with other users
- Conduct – personal online behaviours that increase the likelihood of or actually causes harm.

## **SEXTING**

Creating and sharing sexual photos and videos of under-18's is illegal. Sharing youth produced sexual imagery, which is commonly known as 'sexting' covers the incidents where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

When such an incident involving youth produced sexual imagery comes to a member of staff's attention, this will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures. Further information and advice on youth produced sexual imagery is available in the non-statutory guidance produced by the UK Council for Child Internet Safety (UKCCIS) 'Sexting in Schools and Colleges'.

## **CHILD CRIMINAL EXPLOITATION**

Gang activity and youth violence:

Child exploitation can occur through gang recruitment. Young people at risk of joining a gang are usually vulnerable individuals who can be both perpetrators and/or victims of crime. Some of the risks associated with gangs/ criminal involvement are:

- Retaliatory violence due to territorial disputes with other gangs
- Criminal records
- Physical and Sexual violence as a means of control
- Drug / alcohol addiction
- Poor educational or employment potential

Children may often be on the periphery of involvement for some time before they become active gang members. Children may also follow older siblings into gang involvement. There are often opportunities for preventative work to be undertaken with children to deter them from joining a gang.

## **COUNTY LINES**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity.

Drug networks or gangs groom and exploit children and young people to carry drugs from urban areas to suburban and rural areas.

### **Possible indicators of exploitation:**

- Missing episodes
- Disengagement with education and leisure activities
- Being isolated from friends and family
- Significant changes in emotional well being
- A person meeting unfamiliar adults or a change in their behaviour
- The use of drugs and alcohol
- Acquiring money or expensive gifts they can't account for
- Lone children from outside the area
- Individuals with multiple phones / tablets or SIM cards
- Unknown or suspicious looking characters coming and going from a neighbour's house
- Relationships with controlling or older individuals or associated with gangs
- Suspicion of self-harm, physical assault or unexplained injuries

If you have concerns surrounding children, follow safeguarding procedures and share your concerns with MASH. You can also report any suspected criminal activity to the police via the FIB (police intelligence form) or by reporting via 101 or 999 in an emergency.

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

Child sexual exploitation (CSE) is a form of sexual abuse where children are exploited for money, power or status.

It can involve violent, humiliating and degrading sexual assaults.

In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status.

Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

CSE doesn't always involve contact and can happen online.

A significant number of children who are victims of exploitation go missing from home, care and education at some point.

### **Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts, money or new possessions
- Children who associate with other children involved in exploitation
- Children who have older boyfriends or girlfriends
- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering or leaving vehicles driven by unknown adults
- Frequenting areas known for risky activities
- Being groomed or abused via the Internet and mobile technology
- Having unexplained contact with hotels, taxi companies or fast food outlets
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional wellbeing
- Children who misuse drugs or alcohol
- Children who go missing for periods of time or regularly coming home late
- Children who regularly miss school or education or don't take part in education

Early intervention and preventative work is key in helping to support and educate children and young people. Strong links with local policing and neighbourhood teams is critical in identifying and safeguarding young people at risk.

## **RADICALISATION/EXTREMISM:**

The Counter- Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty').

Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media.

Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

**Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:**

**Example indicators that an individual is engaged with an extremist group, cause or ideology include:**

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (i.e. the swastika for far right groups)
- Attempts to recruit others to the group/cause/ideology
- Communications with others that suggest identification with a group/cause/ideology

**Example indicators that an individual has an intention to use violence or other illegal means include:**

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- Using insulting or derogatory names or labels for another group
- Speaking about the imminence of harm from the other group and the importance of action now
- Expressing attitudes that justify offending on behalf of the group, cause or ideology
- Condoning or supporting violence or harm towards others
- Plotting or conspiring with others

**Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:**

- Having a history of violence
- Being criminally versatile and using criminal networks to support extremist goals
- Have occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- Having technical expertise that can be deployed (i.e. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Extremism is defined by the Government in the Prevent Strategy as '*Vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs*'.

We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as *'the demonstration of unacceptable behaviour by using any means or medium to express views which:*

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

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

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

**Indicators of vulnerability include:**

- Identity crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal crisis – the student/pupil may be experiencing family tensions; a sense of isolation and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal circumstances – migration; local community tensions; events affecting student/pupils country of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of government policy.
- Unmet aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivation of others.

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

More critical factors could include:

- Being in contact with extremist recruiters
- Accessing violent extremist web sites, especially those with a social networking element
- Possessing or accessing violent extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantages
- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations
- Significant changes to appearance and/or behaviour, and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

**Channel** is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism that uses existing collaboration between local authorities, the police, statutory partners (such as the education sector, social services, children's and youth services and offender management services) and the local community.

**PEER ON PEER ABUSE**

Children are capable of abusing their peers. This can take different forms, such as:

- bullying (including cyberbullying),

- physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; violence, particularly pre-planned, forcing other children to use drugs or alcohol, initiation/hazing type violence and rituals)
- emotional abuse (blackmail or extortion, threats and intimidation)
- sexual abuse such as rape, assault by penetration and sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, sexting, indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour).

Peer on peer abuse should not be tolerated or passed off as 'banter' or 'part of growing up'.

All peer on peer abuse should be considered a Safeguarding issue and reported to the DSL.

#### **OTHER TYPES OF ABUSE TO BE AWARE OF:**

- Bullying including cyber-bullying
- Children missing from home or care
- Drugs
- Fabricated and Induced illness
- Faith abuse
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Relationship abuse
- Trafficking
- Modern slavery

#### **CHILDREN IN SPECIFIC CIRCUMSTANCES**

##### **PRIVATE FOSTERING**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and carer, for 28 days or more.

'Close relatives' are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether a full blood, half blood or by marriage).

Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that the relevant Local Authority should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family and maintaining cultural identity.

If we become aware of a child in a private fostering arrangement, we will notify the relevant Local Authorities MASH.

##### **HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

##### **CHILDREN WITH FAMILY MEMBERS IN PRISON**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designated to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **OTHER SPECIFIC CIRCUMSTANCES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information for schools can be found on the TES, MindEd, CEOP and the NSPCC websites.

School staff can also access guidance as required on the issues listed below via the government website GOV.UK:

Abuse Linked to Spiritual and Religious Beliefs

Abuse of Children with Disabilities

Bullying

Children Living Away from Home (including Children who are Privately Fostered or Looked After)

Children of Alcohol Misusing Parents

Children of Drug Misusing Parents

Female Genital Mutilation

Children Affected by HIV

Peer on Peer Abuse

Safeguarding Children from Abroad

Safeguarding Children who may have been Trafficked

Safeguarding Children involved in Sport, Cultural and Recreational Settings

Response to Children and Young People involved in Substance Misuse

Cross-border Child Protection Cases under the 1996 Hague Convention

Safeguarding Children and Young People who may be affected by Gang Activity

Safeguarding Children and Young People against Radicalisation and Violent Extremism

Suicide Prevention Pathway

### **Relating to sexual abuse:**

Children abused through Child Sexual Exploitation

Child Abuse and Information Communication Technology

Harmful Sexual Behaviour presented by Children and Young People

Guidance to Professionals for Sexual Health Advice, Intervention or Treatment of Sexually-active Children and Young People under 18 in Sandwell

Youth Produced Sexual Imagery

Association of Chief Police Officers: Young People who post Self-Taken Indecent Images

## RESPONSES FROM PARENTS

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

- Delay in seeking treatment that is obviously needed,
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb),
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development,
- Reluctance to give information or failure to mention other known relevant injuries,
- Frequent presentation of minor injuries,
- A persistently negative attitude towards the child,
- Unrealistic expectations or constant complaints about the child,
- Alcohol misuse or other drug/substance misuse.

**Whilst it is important for our staff to be vigilant regarding the types and signs of abuse at all times it does not necessarily mean that a child or young person has been abused because the signs have been noted or observed. However, ALL concerns MUST be shared with the DSL or deputy.**

## APPENDIX B

### ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **CONTENT:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **CONTACT:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults;
- **CONDUCT:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Whilst filtering and monitoring are an important part of the online safety picture for school, it is only one part, we consider a whole school approach to online safety. This includes a clear policy.

Many children have unlimited and unrestricted access to the internet via 3G and 4G on their own mobile devices and school carefully considers how this is managed on both sites.

#### Information and support:

There is a wealth of information available to support schools and parents to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

Organisation / resource	What it does / provides
thinkuknow	NCA CEOP's advice on online safety
disrespectnobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools
Internet matters	Help for parents on how to keep their children safe online
parentzone	Help for parents on how to keep their children safe online
Childnet cyberbullying	Guidance for schools on cyberbullying
PSHE association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
educateagainsthate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation
The use of social media for online radicalisation	A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
UKCCIS	The UK Council for Child Internet Safety's website provides: <ul style="list-style-type: none"> <li>• Sexting advice</li> <li>• Online safety: Questions for governing Bodies</li> <li>• Education for a connected world framework</li> </ul>
Net-aware	NSPCC advice for parents
NSPCC	NSPCC advice for schools
commonsensemedia	Independent reviews, age ratings, & other information about all types of media for children and their parents
Searching screening and confiscation	Guidance to schools on searching children in school and confiscating items such as mobile phones
lgfl	Advice and resources from the London Grid for Learning

## APPENDIX C

**Aide-memoire for professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm.**

### **Situation**

I am (your name/designation/base).

I am calling about (child's name/date of birth/address or mothers details if an unborn child) *or*

I calling because I believe this child is at risk of harm

The parents are/aren't aware of this referral

Assessment and actions:

I have assessed the child and the specific concerns are (provide specific factual evidence) *or*

I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).

An **Early Help Assessment** has/hasn't been completed prior to this referral

The child is now (describe current condition and whereabouts)

I have not been able to assess the child but I am concerned because....

I have (actions taken to make the child safe)

### **Family Factors**

Specific family factors making this child at risk of significant harm are (based on the Assessment of Need Framework i.e. parenting capacity, family/environment, and the child's developmental needs).

Additional factors creating vulnerability are...

Although not enough to make this child safe now, the strengths in the family situation are...

### **Expected response**

In line with 'Keeping Children Safe in Education 2020', 'Working Together to Safeguard Children' 2018 (updated December 2020) and section 17 and/or section 47 of the Children Act I recommend that a specialist social care assessment is undertaken.

### **Other recommendations**

Do you need me to do anything now?

### **Referral and recording**

I will follow up with a written referral (MARF) and would appreciate it if you would get back to me as soon as you have decided your course of action.

Exchange names and contact details with the person taking the referral.

Now complete the MARF ensuring it is sent within 1 hour and record details and time and outcomes of telephone referral.

**RESPONDING TO CONCERNS ABOUT A CHILD**

- All concerns to be shared with the Designated Safeguarding Lead or Deputy as soon as possible and before you leave work for the day.
- If, at any point, a child is at imminent significant risk of harm/immediate danger, and the DSL or deputy are not available, a professional should consider calling 999 in the first instance (for Police or an Ambulance) and contacting Children's Social Care by telephoning Sandwell's Contact Centre on 0121 569 3100 (out of office hours is the same number) or the appropriate Local Authority – see Appendix F for numbers.
- If urgent but child is not at imminent significant risk of harm/immediate danger speak directly to Designated Safeguarding Lead (DSL) or deputy.
- For all concerns, staff to use the Safeguarding tab on Behaviour watch to record the concern whenever possible or make a written record and hand to DSL/deputy.
- If the child already has a social worker, DSL/deputy to inform social worker or their manager of new concern.

**Discussion when appropriate:**

- Between concerned party/DSL/deputy – is the concern one of sexual or physical harm?
- DSL/deputy to discuss with child and/or parents unless to do so would put the child at risk.
- If it is a significant harm situation the DSL/deputy refer to MASH immediately by;
  - Completing the Multi Agency Referral Form (MARF)
  - If immediate risk of harm call the SPOC and follow up with a MARF
  - This form must be sent to the MASH service within 1 hour of any telephone referral

**DSL/deputy to seek advice if appropriate:**

For all referrals about children – contact the relevant Local Authority (see Appendix F for details)  
For all allegations about staff conduct – contact Sandwell MASH 0121 569 8555 / SPOC 0121 569 3100 or the appropriate local authority (see Appendix F for numbers)  
Additional contact required for all Shenstone Site allegations about staff conduct - Staffordshire First Response Team (FRT) 0845 6042 886

**Outcome of discussion/advice:**

- Call to emergency services
- DSL/deputy to complete MARF and send to appropriate Local Authority
- DSL/deputy to monitor and review
- DSL/deputy to plan support and monitor and review
- Refer to Early Help
- Complete Early Help Assessment
- All Shenstone Lodge referrals must also be shared with Staffordshire FRT on the number above informing them of the concerns and the response given by Sandwell.
- No further action

All outcomes to be recorded on Behaviourwatch under Safeguarding tab

## **SHARING INFORMATION WHEN THERE ARE NO SIGNIFICANT HARM CONCERNS:**

- Record the concern on Behaviour Watch safeguarding tab, distinguishing fact from opinion.
- Early Help MASH – for concerns that you believe are not immediate safeguarding concerns complete an Early Help Assessment and submit via e-caf (if trained) or email to [ecaf\\_queries@sandwell.gov.uk](mailto:ecaf_queries@sandwell.gov.uk) or contact the relevant Local Authority (see Appendix F for details)
- Child Protection MASH – for concerns that you believe are child protection concerns contact your DSL / Deputy; consult with Early Help social worker for advice and guidance on 0121 569 8555. Send completed MARF via secure email to: [access\\_team@sandwellchildrenstrust.org](mailto:access_team@sandwellchildrenstrust.org) or if an emergency that cannot wait an hour – call Sandwell's Contact Centre (SPOC) on 0121 569 3100
- Record the information sharing decision and your reasons, note any agreed action and who is to complete this and by when.

## APPENDIX E

### PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOCs for Shenstone Lodge School are Simon Hobbs on the Shenstone Lodge site and Chris Husband on the Brades Lodge site who are responsible for:

- Ensuring that staff of the school are aware that they are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
  - Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
  - Raising awareness about the role and responsibilities of Shenstone Lodge School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
  - Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
  - Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
  - Acting as the first point of contact, on their site, within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
  - Collating relevant information relating to vulnerable pupils and referring into the Channel\* process;
  - attending Channel\* meetings as necessary and carrying out any actions as agreed;
  - Reporting progress on actions to the Channel\* Co-ordinator; and
  - Sharing any relevant additional information in a timely manner.
- \* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
  - Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
  - Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## **APPENDIX F**

### **USEFUL TELEPHONE NUMBERS:**

#### **Birmingham:**

CASS (Childrens advice & support service): 0121 303 1888

Emergency Out of Hours: 0121 675 4806

LADO: 0121 675 1669

[Ladoteam@birminghamchildrenstrust.co.uk](mailto:Ladoteam@birminghamchildrenstrust.co.uk)

Early Help: 0121 303 1888

[ehst@birminghamchildrenstrust.co.uk](mailto:ehst@birminghamchildrenstrust.co.uk)

#### **Sandwell:**

Sandwell Contact Centre (SPOC) – 0121 569 3100

Local Authority Child Protection officers for Education – 0121 569 8144

Local Authority Designated Officer (LADO) – 0121 569 4770

Horizons Exploitation Safeguarding Team – 0121 569 2524 / 8391

PREVENT (extremism) Coordinator Manjeet Pangali – 0121 569 2322

Central Operating Groups:

Oldbury COG – 0121 569 7295

Rowley COG – 0121 569 7296

Smethwick COG – 0121 569 7294

Tipton COG – 0121 569 7291

Wednesbury COG – 0121 569 7294

West Bromwich Central COG – 0121 569 7293

#### **Staffordshire:**

First Response & LADO: 0800 131 3126

Emergency Out of Hours: 0345 604 2886

07815 492613

Education safeguarding Office: 01785 895836

Early Help: 01785 854080

**Walsall:**

MASH – 0300 5552866 (Option 2)

Outside Hours Emergency Response team - 0300 555 2922

0300 555 2836

Education Coordinator: Seona Baker – 07951 819648

[Seona.baker@walsall.gov.uk](mailto:Seona.baker@walsall.gov.uk)

LADO: Tina Cooper: 07432 422205

[Tina.Cooper@walsall.gov.uk](mailto:Tina.Cooper@walsall.gov.uk)

Early Help: [EHpathway@walsall.gov.uk](mailto:EHpathway@walsall.gov.uk)

**Generic:**

West Midlands Police 101

NSPCC Helpline – 0808 5000

NSPCC Whistleblowing Helpline – 0800 028 0285