

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL AND PRE-SCHOOL, WORCESTER

'Following Jesus in all we do'

Safeguarding Children Policy – September 2020

(including Child Protection)

Roles and Responsibilities

Governors' Committee Responsible: Full Governing Body

Governor Leads: Mrs Sarah Atkinson; Mrs Ellen Halpin-Barnett

Designated Designated Safeguarding Lead: Mrs. Louise Bury

Deputy Safeguarding Lead: Mrs. Lauren Jackson

Deputy Safeguarding Lead: Mrs Joanne McDonagh

Deputy Safeguarding Lead: Mrs Tracy Eaborn

Deputy Safeguarding Lead (Early Years): Mrs. Alex Cree

Status & Review Cycle: Statutory Annual

Next Review Date: September 2021 New updates Covid updates Nov 2020

Adopted by school September 2020 at whole school training approved by Full Governing Body July 2020

Signature..... (Chair of Governors) Date:..... Print Name.....

Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. **Our duty is to ensure that safeguarding permeates all activity and functions.** This policy therefore complements and supports a range of other policies:

- **COVID-19 addendum and any incidence of unprecedented school closure**
- Allegations of Abuse against Teachers and other Staff
- Attendance policy (new policy inc Children Missing in Education procedures)
- Accessibility ...Equality Policy
- Behaviour Policy, to include: Positive Handling; Anti-bullying
- Before and After School Activities
- Bereavement Policy
- Complaints Procedure
- Contractors Policy
- Dealing with Abusive parents (new policy)
- Educational Visits
- E-safety, IT acceptable use: Information Sharing, Tablet user policy – safe use of images
- Emergencies and Critical incidents
- Exclusions Policy (new policy)
- Health and Safety (including school security)
- Information Sharing / GDPR Data Protection
- LAC Policy (Children Missing in Education)
- Lettings Policy
- Love and Relationships Policy
- Medical Conditions Policy (Includes: First Aid (including management of medical conditions, intimate care); Drugs and substance misuse;
- Mental Health and Wellbeing
- Mobile Phone Policy – safe use of images
- Preventing Extremism and Radicalisation
- Private Fostering Policy
- Recruitment and Selection (Diocese)
- Special Educational Needs Policy and Information Report
- SEN Disability and Equality Policy & Plan
- Staff Code of Conduct
- Student / Volunteers procedures and policy

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Other Relevant Policies : The Governing Body's statutory responsibility for safeguarding the welfare of Children goes beyond compliance.

Appendix 3 Safeguarding information Collection Form (hard copy)

Appendix 4 Effects of domestic abuse on children and young people

Yellow highlights signify key changes / reading. Grey specific to Governing Body

Child Protection and Safeguarding Policy 2019-2020

1. St Joseph's Catholic Primary School Safeguarding Statement

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19).

St Joseph's Catholic Primary will follow current government guidance to maintain the school as a safe place for students.

St Joseph's Catholic Primary will take reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

The School actions:

- Maintain contact with vulnerable families either via email or telephone
- Continue the 'safeguarding from home' procedures that were taking place during the original lockdown – shared responsibility to monitor certain families.
- Family Support worker is on the school gate between 8am and 9am.
- Vulnerable families have direct access through email or telephone to the family support worker.
- Opportunities for socially distanced walks can be arranged for parents who need to talk, replacing the home visits. These are usually carried out by the FSW and are risk assessed.

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

Child protection forms part of the school's safeguarding responsibilities.

Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow 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.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

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

CSE Child Sexual Exploitation

DV Domestic Violence

FGM Female Genital Mutilation

The School's policy safeguarding /Child protection policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in Working Together to Safeguard Children 2018, the DfE's statutory Guidance "Keeping Children Safe in Education September 2020, Ofsted guidance and procedure

1 Other named staff and contacts:

- Prevent Single Point of Contact (SPOC): Mrs Louise Bury
- Designated Teacher for Children in Care: Mrs Joanne McDonagh
- Nominated Anti Bullying Governor: Mr Chris Taylor
- CSE Lead: Mrs Lauren Jackson
- Online safety Co-ordinator: Mr William Bowring;

To submit an online Cause for Concern notification log onto:

www.worcestershire.gov.uk/

http://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care/1658/are_you_a_professional_and_worried_about_child

External	Children’s Services Family Front Door (FFD)	Tel: 01905 822666 Out of hours or at weekends: 01905 768020 Email: childrensteam@worcestershire.gov.uk
	Emergency Duty Team (EDT) – out of office hours	Tel: 01905 768020
	Community Social Work Team	Tel: 01905 846057
	Local Authority Designated Officer: Jon Hancock	A duty team is operating at present Tel: 01905 846221 Email: lado@worcestershire.gcsx
	Education Adviser – Safeguarding: Denise Hannibal	Tel: 01905 844436 Email: dhannibal@worcestershire.gov.uk
	Police – Prevent team: DS Stuart Clark	Tel: 01386 591835 Email: stuart.clark@westmercia.pnn.police.uk
	Ofsted	Tel: 0300 123 1231
	Childline	Tel: 0800 1111
	Women’s Aid (24hr. Helpline)	Tel: 0800 980 3331
	West Mercia Rape and Sexual Abuse Support Centre (WMRSASC)	Tel: 01905 724514
Training and Independent Support	Sally Mills Independent Safeguarding Consultant	Tel: 07714 210687 Email: sallymillsconsultant@btinternet.com
	Chris and Eve Johnston Create Safer Organisations (CSO)	Tel: 07970 340846 Email: createsaferorgs@btinternet.com
	Alison Newman Babcock Prime	Tel: 01905 678176 Email: Alison.Newman2@babcockinternational.com

2: Introduction

St Joseph's Catholic Primary School Worcester fully recognises the contribution it can make to protect and support pupils and families in the school. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance.

This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [Keeping Children Safe in Education 2020](#) – please see DFE website for the most updated version
- [West Midlands procedures:](#)
- [WCF levels of need guidance:](#)
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques.
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter- Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Have regard to the DfE statutory guidance 'Relationships education, relationships and sex education (RSE) and health education' June 2019 (Last updated July 2019) by including opportunities in the curriculum, specifically through PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.

There are 4 main elements to this policy:

- **Prevention** (eg positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures)
- **Protection** (by following agreed procedures, ensuring that staff are trained and supported to respond appropriately and sensitively to child protection concerns)
- **Support** (to pupils and school staff and to children who may have been abused; equipping them with the skills needed to keep them safe, adhering to any Child Protection, Child in Need or Early Help Plans)
- **Working with parents/carers** (to ensure appropriate communications and actions are taken)

This policy applies to all staff, governors, volunteers and visitors to the school. Child protection is the responsibility of **all** staff. We ensure that all parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents/carers

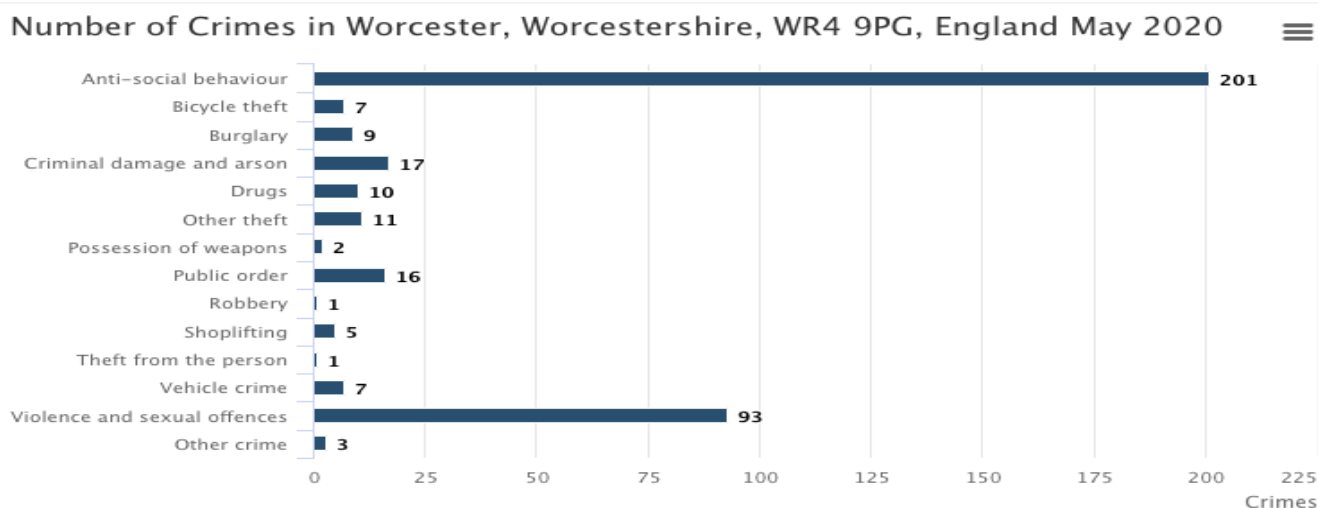
Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate. (See School Lettings Policy)

3 Safeguarding Commitment

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents/carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff. Children's thoughts / wishes and feelings are recorded on all referrals.

Within our local area statistics show in June 2019 that Anti-social behaviour, violence or sexual offences and Criminal damage and arson are the three highest crimes committed and therefore, are particular focus for our school. Data taken from <https://www.crime-statistics.co.uk>



Safeguarding in the Curriculum

Children are taught about safeguarding in schools. The following areas are among those addressed in PSHE/Love and Relationships Education and in the wider curriculum.

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EYFS; KS1; KS2; Whole School

Bullying/Cyber Bullying

- EYFS (Pre School & Rec): Encouraging kind hands; kind words. Use of social stories; circle times.
- E Safety week; Love and Relationships – being part of a community; Circle time
- E safety weeks and lessons; Childrens' acceptable user agreement (KS2); PSHE lessons and circle time always used to address pertinent issues as they arise

Drugs, Alcohol and Substance Abuse

- Science Curriculum; PSHE lessons

Online Safety / Mobile technologies

- Systems in place to allow children to only access appropriate software
- E safety weeks and lessons; information sent to parents; inviting parents into share learning
- E safety weeks and lessons; information sent to parents; inviting parents into share learning.

Stranger Danger

- Talk about staying with parents/carers; Road safety; Holding hands with adults. Signing in and out system.
- De briefs with children before school trips
- Transition with Yrs 5 & 6; Ian Sweatman delivering transition to high school workshop. NSPCC assemblies and workshops for parents

Fire and Water Safety

- Fire Drills at least termly; regular safety checks of fire alarm by site manager and servicing plans in place
- Reinforcing the need for Fire Drills; Firework safety; Birthday times – matches and the danger behind those; Swimming – talking to the children about armbands.
- Year 2 go swimming as part of PE Curriculum; visit Fire Station as part of History curriculum and Great Fire of London; Home / School links – fire alarms offered to be fitted for free at home

Peer to Peer Abuse

- Behaviour policy; playtime buddies;
- Promote kind behaviour; praise and reward points; Time out for unwanted behaviour (Pre School); emphasising the right choices;
- Rules at the beginning of the year and reminders as issues occur through circle times
- How we treat each other regular links made during lessons; role models within the school; pupil leadership groups

Sexual Violence and Sexual Harassment

- Add examples of how you teach about Sexual Violence and Sexual Harassment

Road Safety

- DVD about road safety; stories; modelling crossing the road; holding hands / pushchair with adult; staying with adult when crossing the road
- Raised at any particular time during the year Bikeability Year 6

Domestic Abuse

- Love and Relationships lessons

Healthy Relationships / Consent

- Model healthy relationships; encouraging children to talk about their feelings; feelings books; visual aids (helping EAL pupils) to support feelings.
- Family and relationships taught through Love and Relationships Curriculum; playtime reflections, discussions within the whole class and as issues occur.
- Love and Relationships lessons

So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

- Add examples of how you teach about So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Sexual Exploitation of Children (CSE)

- This is an embedded part of our Love and Relationships education where we strive to educate our families about healthy relationships:

'Healthy relationships involve honesty, trust, mutual respect and open communication... (they) should make you feel good about yourself and make life fun.'
(Healthy relationships, WSCB, Sept 2016)

- Workshops run by PC Cowan in the Summer Term for Years 5 & 6

Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)¹.

- Celebrate mutual respect and tolerance; mission 'following Jesus in all we do' ; respecting each other's opinions; showing good manners.

Support

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. They may feel helplessness, humiliation and some sense of blame. We acknowledge that for such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or Disability.

We will seek to provide such children with the necessary support and to build their self-esteem and confidence, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;

As a school we are proud to:

- Promote a positive, supportive and secure environment giving pupils a sense of being valued and listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty
- Have a consistently applied school behaviour policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;
- Have a commitment to ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME), Radicalisation and Extremism (Prevent) and Sexual Violence & Sexual Harassment, and maintain an attitude of 'it could happen here'; (see 3.1)
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s128). For senior leaders in Academies/Independent schools and for Governors in maintained schools (Since September 2018)
- As Education Safeguarding Practitioners we will liaise with the three safeguarding partners in line with Working Together 2018 (updated February 2019)
- include in the curriculum activities and opportunities (specifically through PHSE/ ICT) which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- provide continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new setting.

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

Raising concerns/complaints

[1https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. We will also ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also the length of time that will be required to resolve the complaint. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available via the school website.

Abuse of Position of Trust

- We recognise that as adults working in the school, we are in a relationship of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.
- We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.
- The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.
- We have an agreed staff Code of Conduct that is reviewed annually, read and adhered to by ALL staff. A copy is on our website

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.
- Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).
- Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the NSPCC whistleblowing helpline.

[7http://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements](http://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements)

4 Roles and Responsibilities

4.1: General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school (currently called Designated Safeguarding Leads). Staff should be aware that they may need to work with other services as needed and assist in making decisions about individual children.

The Teachers' Standards 2012 state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their decisions about individual children.

Every member of staff, including volunteers working with children at our school, is advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and '*think beyond the obvious*'.

When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They take account of the '*one chance rule*' in relation to honour violence based issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL and Safeguarding Team to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

4.2: Governing Body

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2020, the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The policy should be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description.
- Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS.
- It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one.

- Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.
- Schools should also carry out a section 128 check for school governors, because a person subject to one is disqualified from being a governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA).
- Teacher Services' web page, schools can easily check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.(See appendix 2)
- The Designated Safeguarding Lead undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within our pre-school setting), undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their.
- responsibilities (including this policy and Part 1 and 5 of Keeping Children Safe in Education 2020). Training includes indicators of FGM; early signs of radicalisation and extremism; indicators of vulnerability to radicalisation; Child on Child Sexual violence and Sexual harassment.
- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head Teacher, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers -"Guidance for Safer Working Practice for those who work with children in education settings October 2015".
- Information is provided to the Local Authority (on behalf of the LA/WSCB) when requested, (eg the Annual Safeguarding Return s175/157 audit, CSE audit and GET SAFE risk assessment tool)
- There are two members of the Governing Body who champion issues to do with safeguarding children and child protection within the school, liaise regularly with the Designated Safeguarding Lead, and provide termly information and reports to the

Governing Body.

- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” July 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Board (LSCB).
- The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Head and DSL they should assess the level of risk within the school and put actions in place to reduce that risk
- Safeguarding responses are put in place for dealing with children who go missing from education.
- Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum
- GDPR- It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure in [Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR

4.3 Head Teacher

The Head Teacher at St Joseph’s is the Designated Safeguarding Lead and leads the Safeguarding team to ensure that:

- the policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff
- the DSL and deputy DSL role is explicit in the role holders’ job descriptions;
- **Sufficient funding, resources and time are allocated to enable the Designated Safeguarding Lead and deputies and other relevant staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.**
- **Safeguarding responses are put in place for children who go missing from education (see attendance policy)**
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely

- manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.
 - Ensure that all staff know the clearly defined line of command within the case of an emergency to ensure that no situation is impaired by delays in decision making and that any emergency situation is dealt with promptly and effectively with regard to the safety of all. (see appendix 1). **Staff are reminded of this at least annually in line with training.**

4.4 Designated Safeguarding Lead & Safeguarding Team

The names of the Designated Safeguarding Leads for the current year are listed on page 1 and 4 of this document.

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

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the [NSPCC whistleblowing helpline](#).

The responsibilities of the Designated Safeguarding Lead and deputies are found in Annex B of "Keeping Children Safe in Education 2018 and include:

- It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputy (or deputies) should be trained to the same standard as the designated safeguarding lead.
- Provision of information to the WSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and Referral of cases of suspected abuse to Family Front Door (and/or Police where a crime may have been committed) and Disclosure and Barring Service (cases where a person is dismissed or left due to presenting risk / harm to a child).
- Liaise regularly as a team to update on issues and decisions, especially in relation to ongoing enquiries under section 47 of the Children Act 1989
- Liaise with other staff (e.g. pastoral support staff, school nurses or counsellors, IT technicians or e-safety coordinators) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Undertake, in conjunction with the Safeguarding governors, an annual audit of

Safeguarding procedures within the school, using the County s175/157 audit or similar.

- Understand the assessment process for providing early help and make use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Children's Social Care intervention is met; **See Early Help Offer.**
- Act as a source of support, advice and expertise within the school.
 - To attend and contribute to child protection conferences and other key partnership risk management meetings when required.
 - Be alert to the specific needs of children in need, those with educational needs and young carers.
 - Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;
 - All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.
 - **Ensuring staff who join our school are informed of the safeguarding children arrangements in place.** They will be given a copy of this policy including its Appendices and the school's safeguarding response to children who go missing from education, the pupil behaviour policy, part 1 and 5 of Keeping Children Safe in Education 2020 (and Annex A for school leaders and those who work directly with children), the school's code of conduct and told who the DSL is, who acts in their absence and what this role includes;
 - Keeping detailed, accurate and secure written records of concerns and referrals;
 - Ensure all staff receive training in child protection and safe working practice, updated at least every three years, in line with the WSCB training strategy. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM,
 - Prevent, online safety and peer on peer abuse, including sexting and sexual violence and sexual harassment. Training will also include how to record and report abuse both within school and to Children's Social Care.
- **Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility should not be delegated.**
- **The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.**

- During term time, the designated safeguarding lead and/or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.
- That they will undertake both single and interagency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via WSCB newsletters, briefings, network meetings and seminars, at regular intervals, at least annually.(WCF Education Safeguarding SLA-DSL annual training)
- Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation (WRAP training), **Sexual Violence and Sexual Harassment**, Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.
- Ensure all child protection records are kept securely, separate from main pupil files and in locked / password protected locations (see Section 4 GDPR and transfer of records)
- Carrying out, in conjunction with the Head teacher and Safeguarding Governor, an annual audit of safeguarding procedures, using the County safeguarding checklist or similar.
- Ensure that the school provides appropriate support for staff who may feel distressed when dealing with safeguarding concerns.
- Audit staff termly to ensure all are fully aware of Safeguarding procedures
- Any returns requested by the LA/WSCP (e.g. s 175/157 audit, CSE audit) are completed in a timely manner to enable the WSCP to meet its statutory duties.
- **As part of training at St Joseph's all staff are informed about and asked to read key paragraphs from KCSIE Part 2: 89 and 90 (reference to managing peer on peer abuse); 95; 103-105.**

4.5 Photography and use of images (including hand held devices)

- The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites.
- For this reason, consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).
- Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.
- **At St Joseph's Primary School and Pre-School we have a clear procedure on the use of mobile phones which is agreed annually as a whole staff and adhered to. This is on our school website**

5 Records, Monitoring and Transfer

- Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The record should include the child's words as far as possible and should be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies. The school uses 'My Concern' online system.
- Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- Child protection records are stored securely using the online password protected system, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Head Teacher and in certain cases the class teacher / nurture staff / staff who have regular contact with the child.
- Any referrals made to other agencies, including referrals to Children's Social Care, will be copied prior to sending and stored in the child's child protection file.
- 15.1 Information sharing is vital in identifying and tackling all forms of abuse. 15.2 All personal information will be processed fairly and lawfully in line with our duties under the Data Protection Act 2018 and GDPR and will be held safely and securely. However, we recognise that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. 15.3 We recognise that all matters relating to child protection are confidential. 15.4 The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. 15.5 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. 15.6 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being. 15.7 When a child about whom concerns have been raised and recorded leaves the school, the DSL will consider if it would be appropriate to share information with the new school in advance of the child leaving to ensure that support is in place for when the child arrives.
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (eg child who repeatedly goes missing) and ensuring these are acted upon. Each stand - alone file is checked to ensure accurate chronology of significant events and that information and contact details are accurate and up-to-date.
- The DSL and Deputies review each case file at least termly with the class teacher – this is completed through the on line system. A paper copy is included as appendix 3 of this policy.
- When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record / receipt of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept and again a receipt of transfer obtained.

Files requested by other agencies e.g. Police, should be copied.

- The DSL may copy child protection records generated by the school prior to transfer and retain for as long as is necessary (normally d.o.b. + 25 years), where there is justification for believing that the records may be required as evidence of the school's involvement with the child for statutory purposes (e.g. court cases or serious case reviews). When the records are no longer required, they will be securely disposed of.
- A record of any allegations (proven) made against staff is kept in a confidential file by the Head teacher.

5.1 GDPR - Information Sharing & Confidentiality

Information sharing is vital in identifying and tackling all forms of abuse.

The ICO guidance on keeping records makes clear that an individual's right to be forgotten is not absolute, and there are a range of circumstances in which an organisation may refuse to comply with a request to erase data. These include circumstances where the data in question has been processed for the purpose of exercising or defending legal claims, or for archiving purposes that are in the public interest.

So for evidence re any legal allegations on a safeguarding issue, we are prepared to provide evidence of our actions on past and present. This guidance is in line with new GDPR regulations and is therefore part of our agreed policy.

When a child about whom concerns have been raised and recorded leaves the school, the DSL will consider if it would be appropriate to share information with the new school in advance of the child leaving to ensure that support is in place for when the child arrives. (See section)

6 Procedures for Managing Concerns

6.1 General

- Our school adheres to child protection procedures that have been agreed locally through the [Safeguarding Worcestershire](https://www.safeguardingworcestershire.org.uk/) <https://www.safeguardingworcestershire.org.uk/> and take account of guidance issued by the Department for Education (DFE). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [WSCB Levels of Need Guidance May 2019](#).
- The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff and a written record made if necessary.
- All concerns about a child or young person should be reported without delay and recorded on My Concern or if not possible then in writing using the agreed template (see Appendix 1 for pro-forma). Copies of these forms are located in the staffroom in the main building.

- The DSL and team will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation.
- All referrals will be made in line with [local procedures](#) as detailed on the [Worcestershire website](#).
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head teacher. Concerns should always lead to help for the child at some point.
- Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
 - the situation is an emergency and the designated senior person, their deputy and the Head teacher are all unavailable;
 - they are convinced that a direct report is the only way to ensure the pupil's safety.
- Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.
- If you are made aware by a parent or carer of a change to child's home life. Eg a request not to phone another family member if their child is ill. Staff will log this as a concern on 'MyConcern' so the safeguarding team and other members of staff are kept informed. This will alert the safeguarding team and can then be monitored through the system. Both paternal parents MUST remain as first two contacts on the emergency contact list unless there is a court order stating anything different.

6.2 Children missing in Education (CME)

Attendance, absence and exclusions are closely monitored. **A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation or could be linked to trafficking.**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

http://www.worcestershire.gov.uk/info/20595/behaviour_and_attendance/293/children_missing_education

6.3 Children with family members in prison

Approximately 200,000 children in England and Wales 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 designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6.4 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

6.5 County lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

- Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed

internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

- One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

6.6 Child Sexual Exploitation (CSE)

All staff are made aware of the indicators of sexual exploitation. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

The school addresses the risks of sexual exploitation in the PSHE and Love and Relationships curriculum.

All staff, volunteers and governors are made aware of the indicators of sexual exploitations, the fact that the victim may have been sexually exploited even if the sexual activity appears to be consensual and that it does not always involve physical contact but can occur through the use of technology. All concerns of child sexual exploitation are reported immediately to the DSL

The DSL will use the Worcester Safeguarding Children's Board CSE Screening Tool² on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the tool identifies any level of concern the DSL should contact their local Missing and Child Sexual Exploitation Forum and email the completed CSE Screening Tool along with a **Family Front Door (FFD) Cause for Concern** form. If a child is in immediate danger the police should be called on 999

6.7 Domestic Abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like: [see curriculum references on page:](#)

We are aware of: WSCB Healthy Relationships- a whole school approach and resources from WCC Domestic Abuse and Sexual Violence website-see links below:

http://www.worcestershire.gov.uk/downloads/file/7222/wscb_healthy_relationships_a_whole_school_approach

<http://www.worcestershire.gov.uk/domesticabuse>

All concerns regarding Domestic Abuse will be reported to the DSL using our school procedures, who will ensure that appropriate support is available to the young people and make referrals to the Family Front Door where the threshold for social care intervention is met.

6.8 Operation Encompass

Our school receives operation encompass notifications. Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called. It is about keeping an eye on changed behaviour and logging anything out of the ordinary.

Operation Encompass is working really well in Worcestershire Schools and Worcestershire Children First have successfully notified over 5500 incidents. All this is great news for children and their families. It helps police and schools work together to provide emotional and practical help to children.

The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the School (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and

can enable support to be given to the child according to their needs.

6.9 Homeless

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis.

However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

6.10 Honour Based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as **breast ironing**. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

Honour based violence 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

What is breast ironing?

- Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.
- Why does breast ironing happen?
- The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.
- Breast ironing is physical abuse
- Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although, countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.
- Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.
- Breast Ironing in the UK
- Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1000 girls at risk. Keeping Children Safe in Education (2018) mentions breast ironing on page 80, as part of the section on so-called 'honour-based' violence. Staff worried about the risk of breast ironing in their school should speak to the Designated Safeguarding Lead as soon as possible. Schools need to know the risk level within their communities and tackle the risk as appropriate.

What should schools do?

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty.

Schools should not:

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

It is important to keep in mind that the parents may not see FGM or Breast Ironing as a form of abuse; however, they may be under a great deal of pressure from their community and or family to subject their daughters to it. Some parents from identified communities may seek advice and support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM and Breast Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing. see appendix 7

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help. It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

6.11 Female Genital Mutilation (FGM)

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 regulated health and social care professionals in England and Wales, 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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.
- Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)
- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.105 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate.
- The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

The duty applies to **all persons** in St Joseph's Catholic Primary School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Concerns about FGM outside of the mandatory reporting duty should be reported as per XXX School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

6.12 Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with Family Front Door.

For further guidance, read ['Forced Marriage'](#) and [Worcestershire's Forced Marriage, Honour-Based Violence and Female Genital Mutilation Protocol – January 2016](#)

6.13. Preventing Radicalisation

Extremism is defined as '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.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy, <https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales, <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

As defined in the Terrorism Act 2000 (TACT 2000), <http://www.legislation.gov.uk/ukpga/2000/11/contents>

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

6.14 The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 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 known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

There is additional guidance: [Prevent duty guidance: for further education institutions in](#)

England and Wales that applies to colleges.

² http://www.worcestershire.gov.uk/info/20054/safeguarding_children/273/child_sexual_exploitation_pathway

St Joseph's Catholic School Worcester is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism³.

As a school, we seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Worcester Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

6.15 Channel

Channel is a voluntary, confidential support program which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the program is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#).

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

[Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-

learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

6.16 Peer on Peer Abuse/Sexual violence

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse, must not pass it off as 'banter', 'just having a laugh' or 'part of growing up'.

We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues. Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2020 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

Support for the victims of abuse will be in line with support outlined in the school's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery and initiation/hazing type violence and rituals).

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm.

Staff must never tolerate or dismiss concerns relating to peer on peer abuse, must not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. We will ensure, through training, that staff, volunteers and governors will have an understanding of the range of peer on peer abuse, including sexual violence and sexual harassment, and will be made aware of how to recognise and manage such issues.

Staff will be given the skills to identify and manage harmful sexual behaviour using resources such as the Brook Traffic Light Tool. Staff should be aware that some groups are potentially more at risk, for example girls, children with SEND and LGBT children.

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. Staff, and particularly the DSL, should always consider the context in which such incidents and/or behaviours occur.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents.

This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording forms. Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part 5 of Keeping Children Safe in Education 2019 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

Support for the victims of abuse will be in line with support outlined in the school's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

Depending on the nature of abuse, the school may need to consider providing measures to protect and support the victim, the alleged perpetrator and other pupils and/or staff in the school by means of a risk assessment. The risk assessment should be recorded and kept under review. (See Appendix 10)

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

What is sexual violence and sexual harassment?

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

6.17 Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include: non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and upskirting. (Refer to page 28)

What to do if you're worried a child is being abused – DfE advice

- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

On page 95 of KCSIE September 2020, you will find additional advice and support.

6.18 Children with additional vulnerabilities

There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children (for example, Virtual School for Children in Care)

The school will ensure that:

- staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities.
- our designated teacher and team for looked after children and previously looked after children have the appropriate training and the relevant qualifications and experience of working with this group of children.
- extra pastoral support is always in place for children with SEND to address the additional challenges with regard to communication and peer group isolation.
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child’s disability without further exploration;
- no single point of contact for the school as a child has a number of care-givers and involved professionals;
- assumptions that state approved care-givers are providing safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations.

What should schools do?

St Joseph’s will contact Family Front door when they have a concern about a child, they should contact Family Front Door If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them

or to an older sister – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

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

6.19 Online Safety/sexting See Appendix 8

There is a separate policy in relation to online safety and the school have a robust approach to promoting safety through the curriculum. E-Safety Policy and Tablet Acceptable User Policy. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. (sexting) Such imagery involving anyone under the age of 18 is illegal.

<https://www.gov.uk/government/publications/children-missing-education>

Youth produced sexual imagery refers to both images and videos 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.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'⁶.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL or Deputy DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

Immediate referral at the initial review stage should be made to Family Front Door/Police if the incident involves an adult.

- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;

- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If these factors are not present, then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Family Front Door or the police.

In applying judgement as to management within school or referral in line with child protection procedures, the following factors may be relevant:

- there is a significant age difference between the sender/receiver; there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery; the child is more vulnerable than usual i.e. at risk
- there is a significant impact on the children involved; the image is of a severe or extreme nature;
- capacity of child and understanding of consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- there are previous similar incidents.

⁶https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/545997/Sexting_in_schools_and_colleges_UKC_CIS_4_.pdf

6.20 Protecting Children

- Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.
- Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
- The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: **UK Safer Internet Centre: appropriate filtering and monitoring.**
- Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.
- Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

- Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Education at home

- Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers-and-safeguarding-and-remote-education](#)

6.21 Allegations against staff

All staff should be mindful of the position of trust that they are in when working within an education setting. They need to comply with guidance about conduct and safe practice, including safe use of mobile phones – see school Mobile Phone policy

Pupils' allegations or concerns about staff conduct will be taken seriously and followed up in a transparent and timely way. We acknowledge that a pupil may make an allegation against a member of staff **or volunteer**.

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school or college. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- 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.

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Members of staff, **supply staff and volunteers** who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Schools and colleges as employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended.

Where the school or college are not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers, see paragraphs on supply teachers below

If an allegation is made which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the Headteacher, unless the allegation concerns the Headteacher, in which case the Chair of Governors will be informed immediately. Where the Headteacher is the sole proprietor, the allegation will be reported directly to the Local Authority Designated Officer (LADO).

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

The Headteacher (or Chair of Governors) on all such occasions will discuss the content of the allegation with LADO, prior to undertaking any investigation.

The school will follow the DfE and West Mercia procedures LA procedures for managing allegations against staff, a copy of which is available in school.

The Head teacher (or Chair of Governors) will be guided by the LADO and an HR consultant when considering suspension or other neutral protective steps.

Publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law; this includes verbal conversations or written material including content placed on social media sites.

Supply Teachers

- In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency').
- Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure

that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

Managing Professionals: We recognise that on occasions there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. Resolving problems is an integral part of co-operation and joint working to safeguard children.

Disagreements

As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that staff are aware of how to escalate concerns and disagreements if appropriate and use

⁷<http://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements>

6.22 The use of 'reasonable force' at St Joseph's

Our policy on positive handling is set out in our school behaviour policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We acknowledge that when applying reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, it is important to recognise their additional vulnerability and make every effort to reduce the occurrence of challenging behaviour and the need to use reasonable force.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, or equivalent.

All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures. These records are kept in the Head teacher's office and are also recorded on 'My Concern' in line with school policy

We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries. 'Reasonable' in these circumstances means 'using no more force than is needed'.

We recognise that the adoption of a 'no contact' policy could leave staff unable to fully support and protect our pupils.

Departmental advice for schools is available

- <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Advice for colleges is available on the AOC website. <https://www.aoc.co.uk/>

6.23 Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including schools, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery. The public authority (including schools) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of modern slavery or human trafficking'. Staff need to be aware of this duty and inform the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery. The DSL will then contact the NCA.

6.24 Private Fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

We have a Private Fostering policy which can be found on our website.

[See DfE statutory guidance Children Act 1989 Private fostering for comprehensive guidance on private fostering](#)

6.25 Looked after children and previously looked after children

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

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children potentially at greater risk of harm:

- Children who need a social worker (Child in Need and Child Protection Plans)
- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances.
- A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
- Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).
- Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

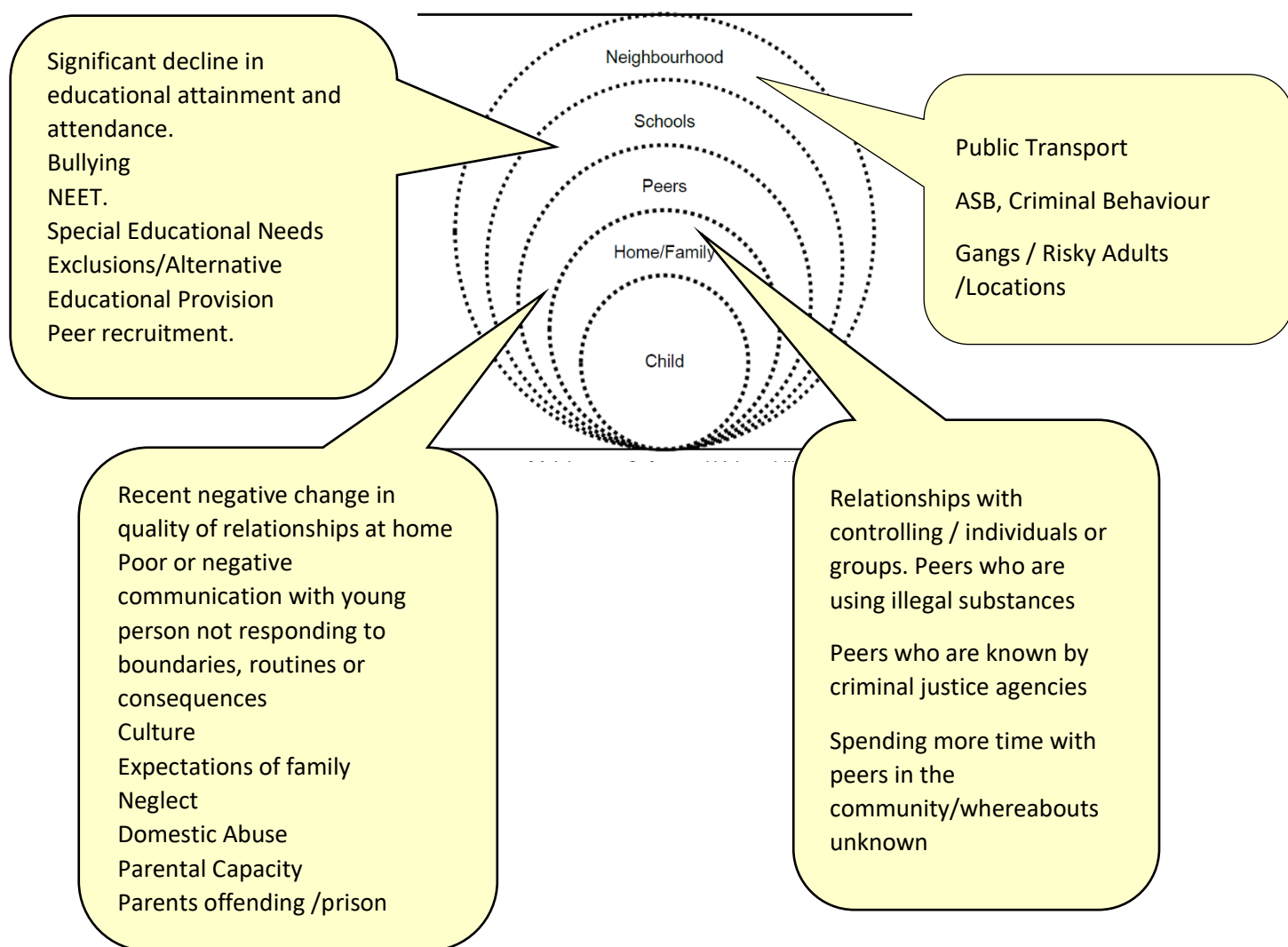
6.26 COVID-19 and other unprecedented situations

St Joseph's Catholic Primary School will ensure all procedures are followed in accordance with the school's **Child Protection and Safeguarding Addendum and any Incidence of Unprecedented School Closure Policy**, to safeguard the safety of our most vulnerable pupils in these times of unprecedented uncertainty.

Please refer to the School's Child Protection and Safeguarding Addendum and any Incidence of Unprecedented School Closure Policy.

7 Contextualised Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.



8 Mental Health (refer to school Policy)

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, 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 staff 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, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges).

In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing.

Its resources include social media, forming positive promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

9 Inspection

- Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under Ofsted's Education Inspection Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.
- In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.
- The Independent Schools Inspectorate (ISI) is approved to inspect certain independent schools and will also report on safeguarding arrangements. ISI has a published framework which informs how it inspects at Independent Schools Inspectorate.

10 Safer Recruitment and DBS checks – policy and procedures

The school's safer recruitment processes follow the Statutory Guidance: Keeping Children Safe in Education September 2018, Part Three: Safer recruitment. The school adheres to Diocesan policy and procedures in relation to recruitment.

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below. The SCR will be monitored and checked by the DSL/HT/Safeguarding Governor on a regular basis, throughout the academic year: At least half termly

Appointing new staff

When appointing new staff, we will:

- Verify their identity

- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete.

References are requested and scrutinised for all candidates prior to interview and any discrepancies or concerns are raised and discussed during interview, including for any volunteers and internal candidates.

References are always requested directly from the referee and verified as being from a senior person with appropriate authority; electronic references are checked to ensure they originate from a legitimate source.

Where specific questions have not been answered satisfactorily or insufficient information is provided, the referee will be contacted directly for further clarification. Where references are not forthcoming, despite reminders, the candidate will be asked to provide an alternative referee

In cases where a candidate gives a referee who they ask not to be contacted unless they are offered the job, the school respects this but cannot offer the position until the reference has been received.

In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where

- that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not.

Existing staff

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

- We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:
-
- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence.
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009.
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

Agency and third-party staff

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

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- The school has a Contractors policy which is given to all contractors to read prior to

starting work. This can be found on the website.

Trainee/student teachers

- Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.
- Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.
- The school has a Student / Volunteers policy and a designated member of staff to oversee and monitor the allocation of students and their performance.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governance

All members of the governance will have an enhanced DBS check without barred list information and section 128 check. They will have an enhanced DBS check with barred list information if working in regulated activity. The school ensures that sufficient Governors have attended Safer recruitment training to enable rigorous shortlisting and interviewing procedures to be maintained.

11 Health and Safety, Premises and Sustainability

11.1 Health & Safety

- Our **Health & Safety and Educational Visits policies** reflect the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.
- Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

11.2 Premises

- The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.
- The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.

- Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

11.3 Sustainability

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding audit;
- Completion and return to the LA/WSCB of the annual safeguarding report to the Governing Body;
- Termly Safeguarding Governor visits
- Pupil and parent surveys and questionnaires and staff termly audits
- Discussions with children and staff;
- Scrutiny of data and risk assessments;
- Checking of the school's single central record of recruitment checks;
- Scrutiny of Governing Body minutes;
- Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
- Supervision of staff involved in child protection

APPENDIX 1

Chain of Command in any safeguarding emergency situation (in conjunction with Emergency and Critical incidents)

St Joseph's Catholic Primary School
'Following Jesus in all we do'

<p>This procedure is adhered to and agreed by all staff and is to be used when any situation occurs that needs support and decision making in line with the safety and wellbeing of children in school</p>
<p>Report to the Headteacher (DSL) immediately you suspect the incident will need support</p> <p>Head teacher (DSL) will establish a basic overview of the incident.</p>
<p>Wherever possible and necessary, the DSL will assign members of relevant staff teams to support as necessary</p> <ul style="list-style-type: none">• ADSL to make any relevant telephone calls / support while DSL makes calls• Behaviour Support team for child support• Family Support Worker for parental support• Bereavement support team
<p>Ensure that staff are clear about their designated responsibilities Ask staff to maintain a log of actions made and decisions taken If needed assign a log-keeper to provide administrative / secretarial support.</p>
<p>Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.</p>
<p>Take action to protect property.</p>
<p>Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.</p>
<p>Ascertain the whereabouts of all young people, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.</p>
<p>Inform governors as appropriate.</p>
<p>Decide the most appropriate method of contacting relatives of young people / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.</p>

(Addition to policy for 2018-2019 in the light of incident on 23rd May 2018. Shared with all staff June 2018 and reinforced in Safeguarding training September 2018 alongside Emergency procedures update)

APPENDIX 2

My concern online reporting is used but this form is still readily available should online services be difficult or inappropriate to access

St Joseph's Catholic Primary School
'Following Jesus in all we do'

Logging a Concern about a Child's Safety and Welfare- ALL Staff and Visitors

Pupil's Name:	D.O.B	YR.gp
Date:	Time:	
Name:	
Print:	Signature	
Position:		
Note the reason(s) for recording the incident		
Details of concern/incident- Record the who/what/where/when factually (Continue on reverse of sheet if necessary)		
Any other relevant information (witnesses, immediate, action taken)		
Action taken		
Reporting Staff signature..... Date.....		
DSL Response/Outcome		
DSL Name..... Signature..... Date.....		

Check to make sure your report is clear –and will also be clear to a stranger reading it.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

APPENDIX 3

Safeguarding Information Collection Form

St Joseph's Catholic Primary School

'Following Jesus in all we do'

Safeguarding information collection Form

Please comment under the headings below and return the information to
DSL Mrs Joanne McDonagh

Childs Name:.....

	Concerns	No concerns	Comments
Attitudes to learning			
Classroom routines			
Attention and concentration			
Emotional well being			
Physical appearance and hygiene			
P.E Kit			
Relationship with staff			
Relationship with peers			
Support from home-homework, reading, parents etc			
Responds to praise			
Accepts discipline			

APPENDIX 4

Effects of domestic abuse on children and young people

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

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

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

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

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

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

Isolation: Children and young people may become withdrawn and isolated; they may not be allowed out to play; and if there is abuse in the home, they are less likely to invite their friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

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

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

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

What you might see in school...

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

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

What schools can do...

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

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

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, [NSPCC](https://www.nspcc.org.uk) 0808 800 5000 and [ChildLine](https://www.childline.gov.uk) 0800 11 11; [Parentline](https://www.parentline.gov.uk) 0808 800 2222; [Worcestershire's Forum Against Domestic Abuse and Sexual Violence \(WFADSA\)](https://www.worcestershire.gov.uk) website and [West Mercia Women's Aid 24 hr. helpline](https://www.westmercia.gov.uk): 0800 980 3331.

[West Mercia Constabulary - Police Domestic Abuse Units](https://www.westmercia.gov.uk) 101.

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

Schools can support individual children and young people by:

- Introducing a whole-school philosophy that domestic abuse is unacceptable;
- Responding to disclosures and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- Giving emotional support – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- Facilitating a peer support network – children and young people can become isolated but often welcome talking to friends about their problems;
- Offering practical support – if children or young people are new to the school, they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- Providing somewhere safe and quiet to do their homework or just to sit and think;

Improving the self-esteem and confidence of children and young people by:

- offering them opportunities to take on new roles and responsibilities;
- offering tasks which are achievable and giving praise and encouragement;
- monitoring their behaviour and setting clear limits;
- criticising the action, not the person;
- helping them to feel a sense of control in their school
- involving them in decision making;

- helping them to be more assertive;
- respecting them as individuals;
- encouraging involvement in extra-curricular activities.

From The Expect Respect Education Toolkit – Women’s Aid

Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called or visited the family home. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Our school receives Operation Encompass notifications via WCC Children’s Portal daily from West Mercia Police. All parents have received or will receive a letter informing them on how we use Operation Encompass notifications.

The DSL’s responsibility – the DSL should:

- The link to the children’s portal is: https://capublic.worcestershire.gov.uk/Chs_Portal/HomePage.aspx · View the Operation Encompass website (www.operationencompass.org) for further information;
- Ensure the Safeguarding Education Adviser has up to date contact information;
- Ensure the Operation Encompass referral record document is retained in the same way as other child protection documents, in a secure place;
- Identify and brief a colleague who can deputise in his/her absence;
- Ensure that all teaching staff are aware of Operation Encompass and understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information;
- Inform parents that the school is part of Operation Encompass (using the template letter supplied);
- Inform the Governing Body that the school is part of Operation Encompass and the Governor with responsibility for safeguarding should have a working knowledge of the principles;
- **Include details of Operation Encompass in the school prospectus and on the school website to ensure that all new parents are informed of the school’s involvement.**
- Consider displaying Operation Encompass posters around the school.

On receiving a Domestic Abuse notification, the DSL should:

- complete the Operation Encompass referral record
- notify class teachers or year leaders
- If there's no change to the child’s behaviour - just monitor and log the DA
- If the child displays poor behaviour choices /seems upset/withdrawn, offer the relevant support needed

Bear in mind...

- **Victim of incident may be anxious that the information will be shared inappropriately.**
- **Notification may not give details as to which parent is the perpetrator/victim – any disclosure to the ‘wrong’ parent could heighten risk.**
- **Need to be aware who is ‘connected’ to the child – e.g. TA/lunchtime supervisor may be child’s relative / friend of the family.**
- **Inappropriate sharing of information could heighten the risk for the victim and/or the child.**
- **If in doubt, consult with the Family Front Door (01905 822666)**

APPENDIX 5

COVID-19 safeguarding guidance – VERY IMPORTANT

Late Friday evening, the DfE published guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) pandemic. Given the importance of this guidance, I am summarising it here, but please make sure you refer to the published guidance.

Schools and Trusts should continue to have regard to the statutory guidance Keeping Children Safe in Education (KCSIE) as per funding agreement requirements. The COVID-19 safeguarding guidance suggests where schools and trusts might consider safeguarding policy and process differently during COVID-19 when compared to business as usual.

It is likely that your child protection and safeguarding policies will not accurately reflect new arrangements in response to COVID-19. It is important that you review and revise your policies and keep them under review as circumstances continue to evolve. CST recommends that a COVID-19 annex/addendum that summaries any key COVID-19 related changes will be more effective than re-writing the whole policy.

Among other things the annex/ addendum should reflect:

- any updated advice received from the local 3 safeguarding partners
- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements
- the continued importance for school and trust staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- peer on peer abuse - given the very different circumstances schools and trust are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- any arrangements to support children the school or trust are concerned about who do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school especially online and how concerns about these children should be progressed

Dedicated Safeguarding Lead (DSL)

The optimal scenario for any school providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- a trained DSL or deputy from the school or trust can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools across the trust (who should be available to be contacted via phone or online video).

Children moving schools and colleges

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

Safer recruitment/ volunteers and movement of staff

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where schools and trusts are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Please note that under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Online safety away from school

[guidance from the UK Safer Internet Centre on safe remote learning](#)

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

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

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

COVID-19 on vulnerable children and young people - UPDATED

The DfE Updated the following sections of the [guidance](#): 13, 20, 21, 22, 24, 26, 27 and 30.

These sections primarily relate to:

- Children with an education, health and care (EHC) plan; and
- Special schools; and
- Alternative Provision.

Sections 20 through to 22 now provide greater clarity that where pupils with EHC plans can safely remain at home, they should. Schools and local authorities need to consider the needs of all children

The department is providing separate guidance on providing education remotely. It will set out 4 key

areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely. And young people with an EHC plan, alongside the views of their parents, and make a risk assessment for each child or young person.

Sections 23 to 30 provide greater clarity about special schools and specialist provision. Where a child or young person requires ongoing provision, this may continue to be provided at their current special school or specialist college, but not always. Local authorities, schools and colleges, working together and taking into account parents' views, will need to make decisions regarding the provision required to meet the needs of children and young people in their area.

Section 31 relates to Alternative Provision (AP). A greater concentration of children in AP meet the definition of vulnerable children – many AP pupils have a social worker and/or are children with EHC plans. Local arrangements are therefore required in order to determine the best way to protect this group of vulnerable children.

COVID-19 guidance about temporary closures – UPDATED

The [guidance](#) about temporary closures has updated questions on

- 'How are vulnerable children defined'
- 'Is it compulsory for parents of vulnerable children to accept their place offer'
- 'Will critical workers or parents of vulnerable children be penalised if they do not send their child to school'
- 'What should schools do if vulnerable children do not attend school' and
- 'What public health advice should schools follow.'

Public Health England guidance on mental health and wellbeing

This weekend Public Health England has published new [advice](#) to support mental health during the Coronavirus outbreak. Public Health England has also updated the [Every Mind Matters](#) platform with specific advice on maintaining good mental wellbeing during the outbreak.

Joint union guidance

Last week the unions (ASCL, NAHT and NEU) published [joint guidance](#). I have already had several emails from members responding to the guidance.

In CST's view the guidance is correct in acknowledging that these are very stressful and anxious times – teachers and leaders want to do the right thing to ensure that the NHS is not overwhelmed, and other essential services keep functioning. The advice that the bare minimum of staff should be physically in school is correct. We know we must limit social and physical contact as much as possible. CST supports the use of rotas in schools to ensure that staff have a break - especially where it is possible for 'teams' of staff can be created to cover rotating periods such that contact between the teams does not occur.

CST also supports the view, endorsed by Public Health England, that staff who have health conditions which make them vulnerable to being badly affected if they catch the virus should not be included on staff rotas for working in school.

However, I'd like to be a little more aspirational about education during the COVID-19 emergency and the importance of keeping the business of schools and trusts running as far as possible. Trusts have shown how it is possible to work together to keep as much normality as possible for pupils in new 'virtual' environments.

Of course, we need to be mindful of different family circumstances, particularly pupil's access to technology which may have changed as whole families are working from home. We need to find solutions to this. I know of one primary school in a trust that identified it had about 30 pupils with no reasonable access to internet enabled devices. It also had a bank of 30 laptops in school so on Monday is delivering these 30 laptops to those 30 families to enable the children to get online and access the teaching and work being given. We will, even if it takes a little time, find practical solutions to the problems pupils are facing.

I'd encourage us to share how we are making the transition to virtual forms of schooling and how we are identifying and removing obstacles. Of course pupils' safety and welfare is paramount, but we also need to protect as much as possible the right to an education.

CST Facebook Group

You will know from my Friday message that CST has set up a private Facebook Group for members to join. Within this group we will be posting regular updates and sharing files that you are welcome to download and use within your Trust.

In order to join the private group please follow the link here which will take you directly to the group or alternatively search '**Confederation of School Trusts updates**' in your search bar. Depending on how you are viewing this group (desktop or smart phone) it may view in a different way but on both devices you should have full access to view the files once you have been approved to join the group.

Please don't forget to send us useful content that you have been using within your trust and believe would be relevant to other Trusts during the pandemic, then please do share within the group.

At the beginning of a new week, I wish you all well. Please continue to raise your thoughts and issues directly with me.

Warmest wishes Leora

Leora Cruddas, Chief Executive Officer

Confederation of School Trusts (CST)

Suite 10, Whiteley Mill Offices, 39 Nottingham Road, Stapleford, Nottingham NG9 8AD Follow me on twitter: @LeoraCruddas
Telephone: 0115 917 0142

Appendix 6 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 a school or college to protect and educate the whole school or college 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; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety. Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- PSHE association provides guidance to schools on developing their PSHE curriculum
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements
- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college

approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises. Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The Prevent duty Departmental advice for schools and childcare providers and Prevent Duty Guidance For Further Education Institutions

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arrangements are effective.

Education at home

Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

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

Advice for governing bodies/proprietors and senior leaders

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college’s online safety arrangements
- [Safer recruitment consortium](#) “guidance for safe working practice”, which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college’s online safety arrangements
- [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](#)
- [UK Council for Internet Safety](#) have provided advice on [sexting-in-schools-and-colleges](#) and [using-external-visitors-to-support-online-safety-education](#)

[Remote education, virtual lessons and live streaming](#) • [Case studies on remote education practice](#) are available for schools to learn from each other

- [Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely](#) • [London Grid for Learning guidance, including platform specific advice](#) • [National cyber security centre guidance on choosing, configuring and deploying video conferencing](#) • [National cyber security centre guidance on how to set up and use video conferencing](#) • [UK Safer Internet Centre guidance on safe remote learning](#)

Support for children

- [Childline](#) for free and confidential advice

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

Parental support

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online