

The Meadows School



Safeguarding and Child Protection Policy 2024

Officer Responsible for Policy	Theodora Papaspyrou (Designated Safeguarding Officer)
Date of Approval and Committee	(Full Governing Body)
Effective Date	September 2024
Next Review Date	Annually unless change in legislation- September 2025

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1. Introduction

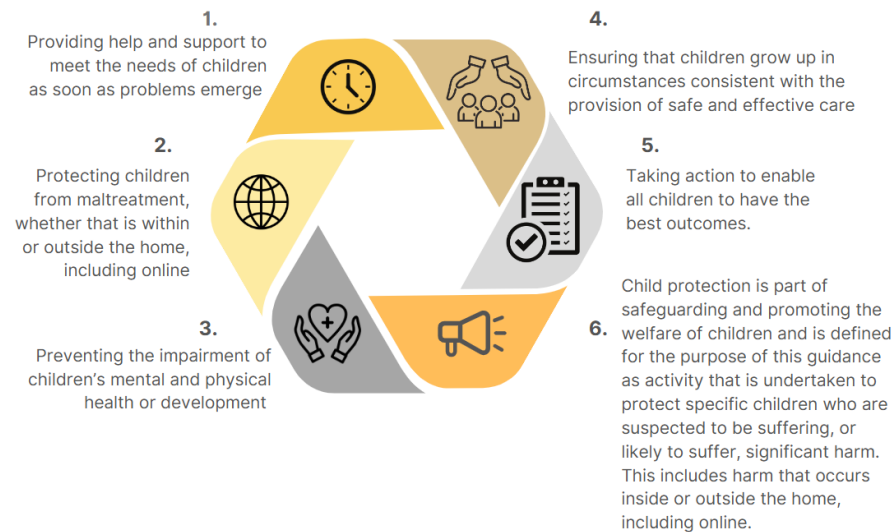
This document is the Safeguarding and Child Protection Policy for the Meadows School and any extended services that it provides.

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

The Meadows School is a secondary special school for young people between the ages of 11-19 with complex, profound, and multiple learning difficulties, associated communication and language difficulties and challenging behaviours. Many of our students also have acute medical needs.

Schools and Academies within Sandwell often have young people attending who live in any one of the Local Authorities. It is therefore important that all staff are aware of the reporting procedures for all Local Authorities. The school will continue to liaise with the Local Authority Children's Services that they are situated in, and the DSL will keep up to date with information from the neighbouring Local Authorities.

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



We are committed to safeguarding all students – and children we come across - and expect everyone who works in, volunteers in or visits our school to share this commitment. This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school.

All adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are consistently taught to recognise when they are at risk and how to get help when they need it.

This Safeguarding and Child Protection Policy forms one part of the school's safeguarding responsibilities and should be read in conjunction with the following policies:

- Safer Recruitment Policy.
- Behaviour Policy.
- Attendance Policy.
- Physical Intervention Policy.
- Sexualised Behaviour Policy.
- Anti-Bullying Policy.

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- Mobile Phone Usage Policy.
 - Low-Level Concerns Policy
 - Management of Allegations against staff Policy
 - Acceptable Use Policy.
 - Prevent Policy.
 - Any other relevant policies as defined in the Annual Report to The Governing Body.

2. Our students

Research tells us that children with disabilities are at higher risk of being abused than other children. It can also be more difficult to detect they are being abused. Professionals working with these children may miss vital signs or put them down to characteristics of the child's disability for example. It may also be because our students may be non-verbal or have limited speech and communication. This means they are far less likely to be able to tell someone they are being abused, neglected or exploited. Our students can also find it hard to identify and communicate clearly their emotions.

Therefore, the school works tirelessly to accurately interpret students' behaviour by building a strong rapport with the students themselves, as well as families and carers. This enables the school to have honest and open conversations about any concerns that staff may have. The school will always work with integrity for the child's best interests.

All children and young people who attend the Meadows School are vulnerable. In line with guidance from the disability charity Sense, we recognise the increased vulnerability of children and young people who:

- have a high degree of complex needs.
- additionally, have hearing and visual difficulties.
- have extremely limited / no verbal / no formal communication (communicate differently).
- have limited / no knowledge of keeping safe.
- have limited mobility.
- rely on others for support with personal care; and / or

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- experience social isolation as a result of relying on a small group of support staff.

In addition to local and national safeguarding legislation and guidance, we refer to specific safeguarding guidance provided by the National Autistic Society, Sense and Mencap: <https://www.autism.org.uk/shop/products/books-and-resources/safeguardingyoung-people> [Safeguarding and keeping safe - Sense](#)

As a special needs setting, we are mindful of the more common safeguarding issues that can affect children with SEND. We are however committed to ensuring that all our staff understand *all* safeguarding issues and have an awareness that **'it can happen here'**. It is with safeguarding in mind that our fundamental learning objectives for all of our students are to increase their ability to communicate their wants and needs, and to increase in independence.

Our DSL -**Theodora Papaspyrou**- is committed to understanding the local context and area to provide training and information for staff about the challenges and safeguarding issues our children may face.

We dedicate time to researching latest guidance and support that is age appropriate for our children. The NSPCC are a useful source of support and provide regular updates. We also have a safeguarding service offer with an independent consultant, and this provides generic templates as well as bespoke support and information.

3. Terminology

1	Safeguarding and promoting the welfare of children	refers to the process of protecting children from maltreatment, preventing the impairment of 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.
2	Child protection	refers to the processes undertaken to protect children who have been identified as suffering or being at risk of suffering significant harm.
3	Staff	refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.
4	Child	includes everyone under the age of 18
5	Parent/s	refers to birth parents and other adults who are in a parenting role, for example, stepparents, foster carers, and adoptive parents.

Please note – for the purposes of this policy, the use of the words child and student will encompass all of our students, even those who are aged 18+ unless specified otherwise.

4. Purpose of a Safeguarding Policy

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

School Staff and Volunteers are well placed to observe the outward signs of abuse.	<p>The school will therefore:</p> <ul style="list-style-type: none"> • Ensure that all staff and volunteers receive safeguarding children training to help identify concerns. • Ensure that all staff are aware of this policy and those relating to the safeguarding of children
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Principles

- This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop.
- The policy applies to all children between the ages of 0-19 whose care and education comes within the remit of this school. For the purposes of this policy, the use of the words child and student will encompass all of our students, even those who are aged 18+ unless specified otherwise.
- The staff and Governing Body of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to communicate, and are listened to. We will ensure that children know there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children and young people.
- Children need to be supported in approaching any member of staff they feel most comfortable in communicating with. The school promotes a positive, supportive, and secure ethos, giving pupils a sense of being valued.
- To ensure children know that there are adults in the school whom they can approach if they are worried.
- This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Police, Child and Adolescent Mental Health Services, Attendance & Prosecution Service, Inclusion Support Service and other agencies/services coming into the school to support individual pupils/groups of pupils.
- To ensure that children who are subject to multi-agency plans are supported by the school as defined in that plan.

	<ul style="list-style-type: none"> • To develop and deliver the PSHE curriculum to create opportunities for children to develop the skills they need to recognise and stay safe from harm including education and training in relation to Sexual Violence and Harassment, Domestic Abuse (DA), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM) Honour based abuse (HBA) as redefined in the former KCSiE 2020, Forced Marriage (FM), Misogyny, Racism, Homophobia, Sexism and Radicalisation. • To provide training. • To encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. • To contribute to children being healthy, safe, enjoying and achieving, making a positive contribution, and achieving economic well-being. • The school will ensure that parents have an understanding of the responsibility placed on staff for child protection by setting out its obligations in the school prospectus. The Safeguarding and Child Protection policy is made available to parents on request and published on the website.
<p>Implementation, Monitoring and Review of this Policy</p>	<p>The DSL will ensure that the Safeguarding and Child Protection policy is put on the agenda of the Governing Body at least once a year for discussion, monitoring, review, and renewal. In this way the Governing Body authorises the DSL for Child Protection to carry out his/her responsibilities as outlined in the statutory guidance.</p>

5. West Midlands Child Protection Safeguarding Procedures

These child protection and safeguarding procedures are for nine Safeguarding Partnerships in the West Midlands and have been effective from 31st March 2017. <http://westmidlands.procedures.org.uk/>

A project proposal was successfully submitted to DfE on behalf of the West Midlands Safeguarding Partnerships to develop regional safeguarding procedures. It was felt that it would be sensible to move to a more regional approach to multi-agency

working around safeguarding, especially in light of the fact that so many partner organisations (including Police, Probation, Health, and many others) span an area that crosses local authority boundaries.

Use the link to the contents page to access the different sections of the regional procedures – Statutory Child Protection Procedures; Regional Safeguarding Guidance; Local Area Specific Safeguarding Information and Procedures



All agencies should use the Multi-Agency Request Form (MARF) to make a referral to children's social care. The more information children's social care gets at the first point of contact, the more likely it is that appropriate services will be delivered at the earliest opportunity to help children and families.

Guidance documents on when to make a referral can be found in the MASH (Multi-Agency Safeguarding Hub) section of the Sandwell Children's Safeguarding Partnership (SCSP) website. www.sandwellcsp.org.uk/

For referrals and re-referrals where professionals have safeguarding, or child protection concerns for children.

If you have safeguarding or child protection concerns in relation to children, please consult the SCSP Multi Agency Thresholds Document and if necessary, make contact with Sandwell Children's Services, including Early Help using the pathways and details below.

For information on the SCSP Multi Agency Thresholds document and guidance please see the links below:

If you believe that Early Help services will be able to assist the family through either yourself as the lead professional or through additional Early Help Services or via the Community Operating Groups (COGs) then refer via the e-caf system (training is available at the website address www.sandwell.gov.uk/integratedworking). Alternatively, a paper Early Help Assessment obtained from the website can be sent in which should be e-mailed securely to: ecaf_queries@sandwell.gov.uk (please note that the email will only be secure if it is also coming from a secure email address i.e. gcsx/nhs.net/pnn.police/cjasm).

For enquires or queries regarding new referrals/early help cases or advice and guidance please contact the Early help Desk on 0121 569 3100

The MASH has been formed to protect children and families who may be at risk of harm including domestic abuse. It is a colocated multi agency team which securely shares information between agencies. The information is used to understand the needs of a child or adult about whom concerns have been raised. The MASH identifies a full picture of the known risks affecting the children and their family and then ensures timely and relevant actions to address these issues.

The following documents provide guidance on when to make a referral:

Multi Agency Thresholds Guidance: [Continuum of Help & Support](#)
[Multi-agency body map](#)
[MARF Guidance](#)

<p>Referrals for students aged 18 and over.</p>	<p>As students at our school can be over the age of 18, it is vital to check their age first before making a safeguarding referral as their referral is unlikely to be accepted by Children's Services.</p> <p>If there are safeguarding concerns about any student aged 18+, they should instead be referred to Adult Services. Details of adult services across the West Midlands can be found here: West Midlands Regional Safeguarding Information Hub (safeguardingwarwickshire.co.uk)</p> <p>If you are concerned that a student may be at risk of abuse, neglect and/or exploitation, you can call the Sandwell Enquiry Team on 0121 569 2266.</p> <p>The Adult Safeguarding Concern Form (similar to a MARF and sometimes referred to as a PAN-1 form) can be found here: Adult Safeguarding Concern Form-2022.doc (live.com)</p>
<p>Referrals for students who already have a social worker.</p>	<p>Due to our students all having SEND, we have a higher-than-average amount of students on a Child In Need plan. This means they will already have a social worker who is responsible co-ordinating their support.</p> <p>If a safeguarding concern arises for one of these students, the first port of call should be to liaise with their current social worker. These details will be held by the safeguarding team at school.</p> <p>HOWEVER – if their current social worker is unavailable, or their details cannot be accessed – this should NOT delay the reporting of safeguarding concerns, if there is any reason to suggest they may be at risk of harm. In this case, they should be referred to their local MASH using the details provided above, without delay.</p>

6. Legislation and Statutory Guidance



This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2024\)](#) and [Working Together to Safeguard Children \(2023\)](#) and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.



The following safeguarding legislation and guidance has been considered when drafting this policy:


- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Teacher Standards 2012
- What to do if you're worried a child is being abused 2015.
- The Domestic Abuse Act 2021



- Section 175 of the [Education Act 2002](#),
- [The School Staffing \(England\) Regulations 2009](#),
- [The Children Act 1989](#) (and [2004 amendment](#)),
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#),
- [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.
- PACE Code C 2019
- Safeguarding Disabled Children, 2009 [Safeguarding disabled children - GOV.UK \(www.gov.uk\)](#)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#),
- [Statutory guidance on the Prevent duty](#),
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#),
- [Working together to improve school attendance \(publishing.service.gov.uk\)](#) - guidance provided by the UK government in regard to school attendance.
- [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)
Statutory Guidance around filtering and monitoring systems, processes and responsibilities in schools and colleges.

- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

7. The Designated Safeguarding Lead

 The Designated Safeguarding Lead (DSL) for child protection will co-ordinate action on child protection within the school. The DSL is to have the overall contextual safeguarding view for all students within the school. This means to consider and have an understanding of wider community issues when we consider the wellbeing and safety of young people (Please see Appendix J for a wider explanation of Contextual Safeguarding and Extra-Familial Harm)

This includes ensuring that all staff, teaching, and non-teaching (including supply staff) know who the Designated Safeguarding Lead is and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the Designated Safeguarding Lead. Also, that they are aware of what happens once a concern has been raised.

The DSL for Safeguarding and Child Protection is a member of the Senior Leadership Team.

The DSL also holds lead responsibility for online safety and understanding the filtering and monitoring systems and processes in place.

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL. In the absence of the DSL and the Deputy DSL the most senior member of staff in the school will assume responsibility for any child protection matters that arise. However, if there is no person qualified to DSL level, staff members must understand their duty to report any Child Protection concerns directly to the Local Authority.



Key personnel

<p>The Designated Safeguarding Lead (DSL) for child protection is:</p>	<p>Theodora Papaspyrou (Deputy Head Teacher)</p>	<p>Contact Details:</p> <p>Theodora.papaspyrou@themeadows.sandwell.sch.uk</p>
<p>The Deputy Designated Safeguarding Lead(s) (DDSL) is/are:</p>	<p>Graham Spencer (AHT)</p>	<p>Contact Details:</p> <p>Graham.Spencer@themeadows.sandwell.sch.uk</p>
	<p>Fay Bedford (Pastoral Support Worker)</p>	<p>Contact Details:</p> <p>Fay.Bedford@themeadows.sandwell.sch.uk</p>
	<p>Rebecca Malpass (Pastoral Support Worker)</p>	<p>Contact Details:</p> <p>Rebecca.malpass@themeadows.sandwell.sch.uk</p>
	<p>Kerry Patrick (Pastoral Support Worker)</p>	<p>Kerry.Patrick@themeadows.sandwell.sch.uk</p>

	Eileen Pace (AHT)	eileen.pace@themeadows.sandwell.sch.uk
	Samantha Forbes (AHT)	samantha.forbes@themeadows.sandwell.sch.uk
The nominated child protection governor is:	Phillip Butcher	Contact Details: Phillip.butcher@themeadows.sandwell.sch.uk
The Chair of Governors is:	Phillip Butcher	Contact Details: Phillip.butcher@themeadows.sandwell.sch.uk
The headteacher is:	James Horspool	Contact Details: james.horspool@themeadows.sandwell.sch.uk
It is the role of the Designated Safeguarding Lead for Child Protection to:		

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- Ensure that they receive refresher training at least every two years.
 - Keep their knowledge and skills up to date.
 - Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children annually which will enable them to recognise when they are at risk and how to get help when they need it, as well as recognising the signs and symptoms of abuse including Sexual Violence

and Sexual Harassment, Online Safety, Domestic Abuse (DA), Child Criminal Exploitation (CCE), Female Genital Mutilation (FGM), Honour Based Abuse (HBA) and Forced Marriage (FM).

- Ensure there is effective induction in safeguarding and child protection (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) for all adults working in the school, be they staff or volunteers, including supply agency staff which are to be undertaken no longer than 10 working days of commencement of their contract.
- Be aware of young people who have a social worker.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.
- Make sure that concerns are raised by staff/volunteers when necessary.
- Offer support and guidance to all adults working within the school on matters of safeguarding and child protection.
- Ensure that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils, and visitors to the school.

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- Ensure that (whenever possible) the Designated and Deputy Designated Safeguarding Leads are not out of the school (e.g., at training events) at the same time. If they are absent, arrangements should be in place to ensure their duties are covered during their absence.
 - Ensure that the telephone number for the MASH team is available and easily accessible to staff in case, for any reason, the DSL and Deputy are not contactable, in order to ensure there is no unwarranted delay in referral.
 - Discuss concerns as required with outside agencies e.g., specific agency for single need (e.g., speech and language, Inclusion Support), early intervention multi-agency (e.g., Early Help process) or Multi Agency Safeguarding Hub (MASH) /existing social worker (child protection/significant harm concerns). We recognise how children who have a social worker are potentially more vulnerable to further harm, as well as also having barriers to education, attainment, attendance, and mental health issues.

- Complete all necessary paperwork and correspondence including referral forms to the Early Help team or MASH in regard to safeguarding and child protection referrals.
- Ensure that the school is represented by a Designated Safeguarding Lead at Child Protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the DSL who should attend Child Protection Conferences rather than another representative. If this is not possible, the Deputy Designated Person should attend. If neither can attend apologies must be given and a written report must be submitted prior to the conference.
- Compile and submit a written report regarding children who are subject to Child Protection conferences. This should be shared with parents before the conference takes place.
- Ensure there is appropriate representation on Core Groups when a child is on a child protection plan. If the most appropriate person is a class teacher, there must be joint working with the Designated Safeguarding Lead.
- Consider appropriate safeguarding supervision arrangements.

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- Ensure there is appropriately trained staff to lead on and that all staff are aware of the Early Help process and the importance of implementing Early Help at any stage in a child's life, in order to improve a family's resilience and outcomes or reduce the chance of a problem getting worse.
 - Ensure that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
 - Ensure that welfare records are kept securely and confidentially (locked and with limited access). Consideration should be given to using an electronic software for recording.
 - Ensure that safeguarding and child protection records are chronologically recorded, with significant incidents or events clearly highlighted. These records should be reviewed regularly and focus on outcomes for the child/children.
 - Ensure that records are transferred when a child changes school.
- Ensure mechanisms are in place to support the DSL in specific regard to their welfare responsibilities e.g.,
- weekly/monthly one to one meeting between the Designated and Deputy Designated Persons to offer mutual support.

- Keep the school's SMT/SLT, Governors, Local Authority and Local Children's Safeguarding Partnership informed about safeguarding and child protection issues as requested.
- Provide guidance to parents, children, and staff about obtaining suitable support.
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the Safeguarding and Child Protection Policy.
- Work with the governing body to ensure that appropriate and effective filtering and monitoring systems and processes are in place, being careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- Regularly risk assess (using the Prevent Duty risk assessment tool amongst others) and review the effectiveness of the filtering and monitoring systems and processes to ensure all children are being kept safe online.
- Ensure that the leadership team and relevant staff have an awareness and understanding of the filtering and monitoring provisions in place and manage them effectively and know how to escalate concerns when identified.
- Ensure staff understand their responsibility to report concerns to a member of SLT or seek advice from the local children's social care, as detailed in KCSIE 2024.

The Deputy Designated Safeguarding Lead/s

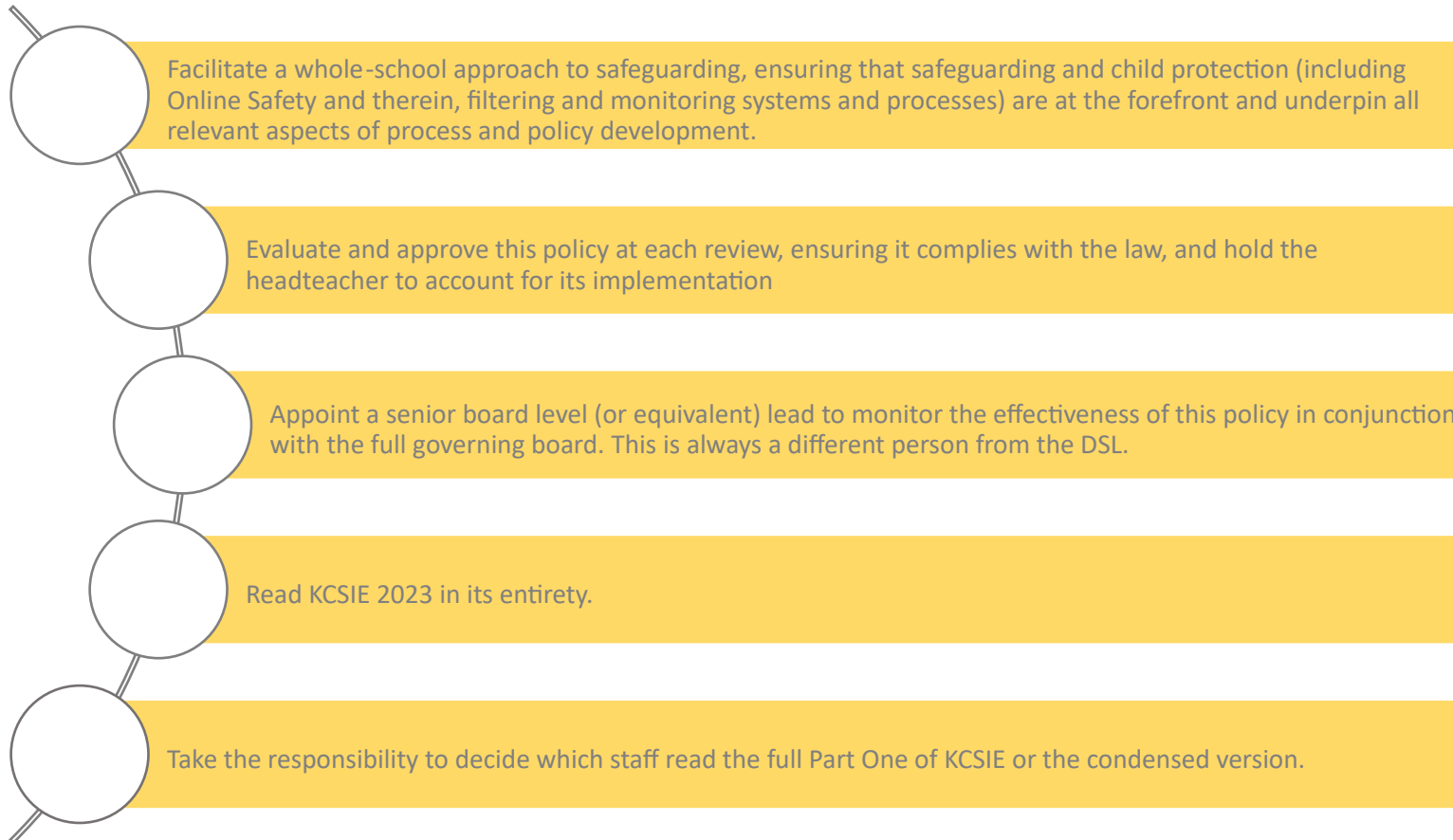
Is/are trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume the functions above.

The Governing Body



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

The Governing Body will:



The chair of governors will:	act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.
The nominated governor for child protection is:	Phillip Butcher

**In particular,
The Governing
Body must ensure
that:**

- The Safeguarding and Child Protection Policy and procedures are in place and reviewed annually.
- Safer recruitment procedures are in place and reviewed annually.
- Position of trust procedures are in place and reviewed annually.
- A DSL who is a senior member of school leadership team is appointed and notify the LA of any changes in personnel to this role.
- There is a dedicated teacher for Looked after Children who have been appropriately trained. This staff member has a key role in promoting the educational achievement of Looked after Children and engaging with the DSL.
- A member of The Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the headteacher.
- Relevant safeguarding / child protection (including Online Safety) training is accessed by all school staff / volunteers according to their role and responsibilities.
- They receive an annual report from the DSL regarding safeguarding/child protection work including details of Early Help involvement and the lead professional role which has been undertaken in the year which is shared with the LA or other appropriate body.
- A member of the senior leadership team and a governor are responsible for ensuring the filtering and monitoring standards are met.
- The roles and responsibilities of staff and third parties (for example, external service providers) are clear, in regard to Online Safety and Filtering and Monitoring.
- Appropriate and effective filtering and monitoring systems are in place, ensuring that care is taken to avoid “over blocking” thus leading to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- Consideration is given - when implementing filtering and monitoring systems and processes - to the number of and age range of the school's children, those who are potentially at greater risk of harm

and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay, liaising with relevant bodies for support as required.
- The Governors support the DSL in carrying out their responsibilities as outlined in 'Keeping Children Safe in Education', (2024) and their job description.

Training for the Governing Body

In line with Keeping Children Safe in Education 2023, all governors and trustees receive appropriate safeguarding and child protection training at induction. This includes training on Online Safety including filtering and monitoring standards.

The training will be updated at regular intervals and where possible, the training will be specific to the role of governor and trustee as well as specific to the needs of children with SEND.

This training is in place to equip all governors and trustees with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place within the setting are effective. In addition, it will equip them to support the delivery of a robust whole-school approach to safeguarding.

Governors are requested to complete as relevant to their role Safeguarding Training Level 1, Online Safety Training and PREVENT training.

The Headteacher



<p>The Headteacher is responsible for the implementation of this policy, including:</p>	<ul style="list-style-type: none"> • Ensuring that all staff (including temporary staff) and volunteers: <ul style="list-style-type: none"> - Are informed of systems which support safeguarding, including this policy, as part of their induction. - Understand and follow the procedure included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect. • Communicating this policy to parents/carers when their child joins the school and via the school website. • Ensuring the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
	<ul style="list-style-type: none"> • Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly. • Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate. • Ensuring the relevant staffing ratios are met, where applicable.

8. School Procedures – Staff Responsibilities

All school staff and volunteers need to be alert to the potential abuse of children both within their families and from other sources, including members of the school community and other professionals involved in a child's care.

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

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

There may be emerging needs or adversities faced by children and their families that could be addressed through Early Help. Early Help is support that can-and should- be implemented at any point in a child's life, for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.

The LA threshold documents will guide you on what is the most appropriate level of support for families based on their level of need.

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

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

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

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

The DSL is responsible for making the Senior Leadership Team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

All staff and volunteers should be concerned about a child if they present with indicators of possible significant harm – see Appendix A for details.

All staff and volunteers should be aware that the main categories of abuse are. See Appendix A for further detail:



Good practice guidelines and staff code of conduct



To meet and maintain our responsibilities towards pupils, we need to agree standards of good practice which form a code of conduct for all staff.

Good practice includes:

- treating all pupils with respect.
- setting a good example by conducting ourselves appropriately, both online and offline.
- involving pupils in decisions that affect them.
- encouraging positive, respectful, and safe behaviour among pupils.
- being a good listener.
- understanding that children may not disclose abuse, neglect and exploitation and therefore, use professional curiosity to be alert to changes in pupils' behaviour and to signs of abuse, neglect, and exploitation.
- recognising that challenging behaviour may be an indicator of abuse.
- reading and understanding the school's Safeguarding and Child protection policy, Staff Behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, sexual violence and sexual harassment, physical contact, sexual exploitation, extremism, e-safety and information-sharing.
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid.
- maintaining appropriate standards of conversation and interaction with and between pupils and to avoid the use of humiliating, sexualised or derogatory language.
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

- applying the use of reasonable force only as a last resort and in compliance with school and Local Safeguarding Children's Partnership procedures.
- Reporting any matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or Children's Social Care.
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media.

Please see Staff Code of Conduct/ Behaviour Policy for more information.

Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Please note – As mentioned previously in this policy, many of our students are over the age of 18. The same rules apply in regard to staff being in a position of trust and therefore, it being prohibited to have a sexual relationship with a student, even if the relationship appears to be consensual.

9. Children who may be particularly vulnerable



Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of

some adults to accept that abuse can occur.



To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- homeless
- disabled or have special educational needs (NB. This would constitute all of our students and therefore ALL must be considered to be 'particularly vulnerable')
- Young Carers
- Looked After Children
- Previously Looked After Children
- Adopted Children
- Affected by parental substance misuse, domestic abuse, or parental mental health needs (known as Trio of Vulnerabilities or The Toxic Trio)
- asylum seekers
- experiencing mental health concerns
- or have experienced multiple suspensions, [are] at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability, or sexuality
- at risk of sexual exploitation and/or criminal exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)

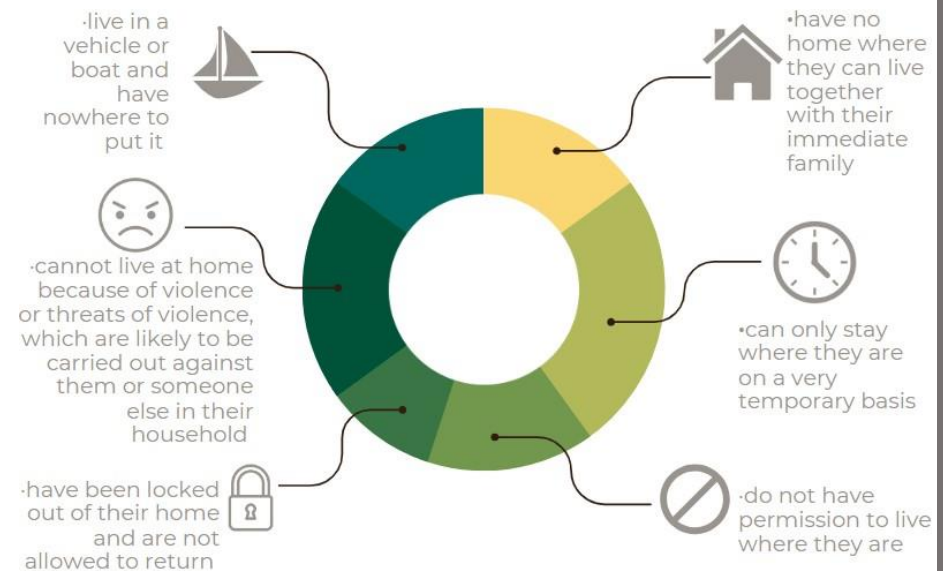
- at risk of forced marriage and honour-based abuse
- susceptible to being drawn into extremism
- absent or missing from education

Children who are homeless



Homelessness is a term that is often misunderstood, with many people believing that the definition is restricted to those who sleep on the streets. However, the legal definition is far wider, and there are many instances in which a person would be considered legally homeless.

An individual is considered to be homeless if they:



Please note:

An individual will also be considered homeless if it is not reasonable for them to stay in their home, for example if:

- they cannot afford to stay where they are.
- their home is in very poor condition.

Missing Children

Attendance, absence, and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse, neglect and exploitation. The DSL will monitor unauthorised absence and take

appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must use their professional curiosity and be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Children Missing in Education (CMIE) and Children who are absent from Education.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Therefore, attendance, absence and exclusions are closely monitored, and we address poor or irregular attendance without delay. This includes recording details of students' form of transport into the school and liaising closely with the LA transport team to ensure we are updated immediately as to absence, punctuality concerns and/or any safeguarding concerns.

A child being absent from education for prolonged periods and/or on repeat occasions, and a child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children are absent or go missing on repeated occasions and/or are missing for periods during the school day. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

We will always follow up with parents/carers when young people are not at the school. This means we need to have at least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2024) the school has:

- Staff who understand what to do when children do not attend regularly and monitor any changes in attendance and/or punctuality.
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions) or are persistently absent or are absent for prolonged periods. We take an early interventionist approach to these concerns including regular home visits from the safeguarding team and requests for safe and well checks from the police. For more information, please read the school's attendance policy.
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority (LA) when we plan to take pupils off-roll when they:
 - Leave the school to be home educated (Please note: If a child who is electively home educated has an EHCP, we would make the LA aware of this so they can review the plan, working with the parents and carers to ensure the child's needs are provided for)
 - move away from the school's location.
 - remain medically unfit beyond compulsory school age.
 - are in custody for four months or more (and will not return to the school afterwards); or • are permanently excluded.

- We will ensure that young people who are expected to attend the school but fail to take up the place will be referred to the local authority.
- When a young person leaves the school, we will record the name of the pupil's new school or setting and their expected start date.
- Ensure that children are taught and supported to keep themselves safe
- Ensure that children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life.

Support for those involved in a Child Protection issue.

Child abuse is devastating for the child and can result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously.
- nominating a link person who will keep all parties informed and be the central point of contact.
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest.
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety.
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- storing records securely.
- offering details of helplines, counselling, or other avenues of external support.
- following the procedures laid down in our Safeguarding and Child protection, Whistleblowing, Complaints and Disciplinary procedures.
- cooperating fully with relevant statutory agencies.

10. Children are taught to keep themselves safe.



- Our primary learning aims that underpin all personalised Education, Health and Care plans (EHCPs) at name school are to increase a student's independence and to enable them to communicate their needs and wants in whichever form of communication that is most suitable for their needs. Safeguarding therefore underpins all of our learning, recognising that communication difficulties and dependence on others are common factors that make children and adults more vulnerable to abuse.
- Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. All safeguarding education is tailored to the specific needs and abilities of each child, taking into account both their chronological age as well as developmental capabilities. Discussions about risk are empowering and enabling for all children, thus promoting sensible behaviour rather than fear or anxiety.
- Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures.
- The school continually promotes an ethos of respect for children, and pupils are encouraged to communicate with a member of staff of their choosing about any worries they may have.
- Children are taught to understand and manage risk through our Personal, Social, Health education (PSHE), Relationships education (RE) and health education lessons and through all aspects of school life. We also model healthy and safe behaviour through our consistent commitment to seeking consent and giving each child as much personal choice as possible.
- A zero-tolerance approach in regard to sexual violence and harassment, sexism, transphobia, homophobia, racism, misandry and misogyny is taught and promoted throughout the school in a variety of ways including within PSHE and RE. Within this zero-tolerance approach, we take into account each child's needs including their level of impulse-control and

their ability to control their movements. Please read the section on sexual harassment later in this policy for more information.

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying, or belittling a pupil or discriminating against them in some way.

Complaints are managed by senior staff, the Headteacher and Governors. An explanation of the complaint's procedure is included in the Safeguarding Information Booklet for Parents and the Safeguarding Information Booklet for Pupils.

Complaints from staff are dealt with under the school's Complaints and Disciplinary and Grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's Safeguarding and Child Protection procedures.

Whistle blowing if you have concerns about a colleague.



Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount.

Ongoing vigilance is taken by the Governing body to maintain an environment that deters and prevents abuse and challenges inappropriate behaviour.

As part of this, the school have taken steps to create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace (including online), which may have implications for the safeguarding of children.

The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors, chair of the management committee or proprietor.

Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

<https://www.gov.uk/whistleblowing> <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Allegations against Staff

If you have concerns about a member of staff (including a supply teacher, volunteer, or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer, or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors. The headteacher/chair of governors will then follow the procedures set out in appendix I, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer, or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

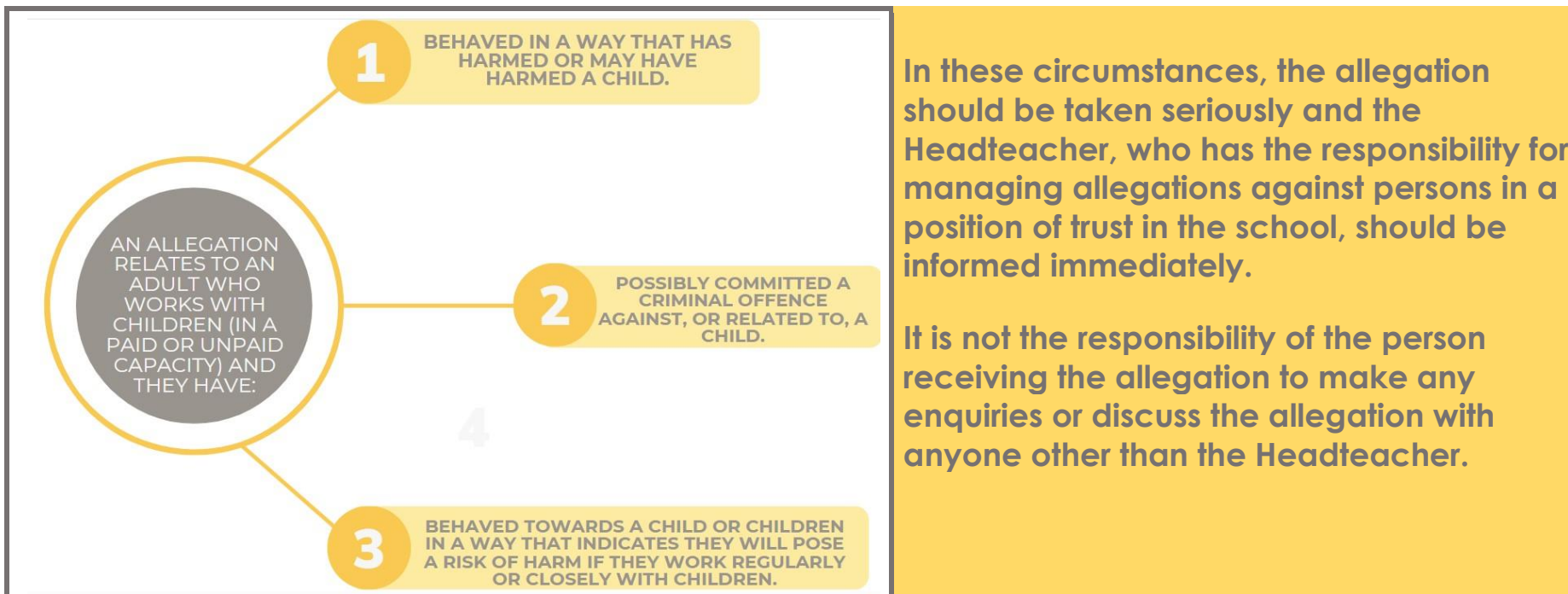
A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils, and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2023)* and in the school's Managing Allegations policy and procedures.

Staff, parents, and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.



In these circumstances, the allegation should be taken seriously and the Headteacher, who has the responsibility for managing allegations against persons in a position of trust in the school, should be informed immediately.

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

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

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

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will consult with the Local Authority Child Protection Officers, when appropriate, and if necessary, make a referral will be made to the LADO:



If a concern is brought to your attention and threshold for the LADO Service is met complete a written referral. This should be sent within 24 hours of the incident to:

access_team@sandwellchildrenstrust.org

You can contact the LADO to discuss any concerns about a volunteer/employee without making a formal referral. This is an informal discussion.

Sandwell LADO

Michelle Pinnock-Ouma

0121 569 4770

sandwell_lado@sandwellchildrenstrust.org

Contact centre – MASH/SPOC

0121 569 3100

Horizons (Exploitation) Team

0121 569 2644/2524/8391

Prevent Team

0121 569 2252

Birmingham LADO

0121 675 1669

ladoteam@birminghamchildrenstrust.co.uk

Dudley LADO

Yvonne Nelson-Brown – 01384 813110

Sukhchandani Kaur – 01384 813066

General line: 01384 813061

allegations@dudley.gov.uk

Walsall LADO

01922 652322

Belinda.Crowshaw@walsall.gov.uk

lado@walsall.gov.uk

Wolverhampton LADO

01902 550477

LADO@wolverhampton.gov.uk

LADO@secure.wolverhampton.gov.uk

Sandwell Strengthening Families Teams

- Tipton– Unity Walk Owen Street Tipton
DY4 8QL – 0121 569 7291

- Wednesbury – Wednesbury Library Walsall
street Ws10 9EH – 0121 569 7295

- West Bromwich Central — Oldbury Council
House Freeth Street Oldbury B69 3DE -
0121 569 7293

- Oldbury– Oldbury Council House
Freeth Street Oldbury B69 3DE – 0121
569 7295.

- Rowley– Cradley Heath Library Upper
High street Cradley Heath B64 5JU –
0121 569 7296

	<ul style="list-style-type: none"> • Smethwick– Hollies Family Centre Smethwick B67 7DW 0121 569 5770
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<p>If the Headteacher is implicated in the concerns, the Chair of Governors should be informed immediately or, in their absence, the Vice Chair. The same process will be followed by the Chair or Vice Chair of Governors as that followed by the Headteacher.</p>	
<p>Concerns MUST be reported regarding any member of staff, volunteer, agency staff, governors, supply teacher or other. The school have a responsibility to take action in relation to supply teachers, even though they are not their direct employer.</p>	
<p>The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school,</p>	<ul style="list-style-type: none"> • 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

<p>academy or college that provides education for children under 18 years of age, including supply teachers and volunteers has:</p>	<ul style="list-style-type: none"> • behaved or may have behaved in a way that indicates they may not be suitable to work with children.
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Please note:	Concerns should be reported in relation to a person's conduct outside the school as this may not necessarily include a child directly but could be a situation such as Domestic Abuse.
The Chair of Governors:	Phillip Butcher
The Vice Chair of Governors:	Robert Richwood

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Staff Handbook, school Code of Conduct or Government document 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings'.

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

If it is decided that the allegation meets any of the three criteria outlined above, procedures will be followed in accordance with Local Safeguarding Children's Partnership inter-agency procedures.

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

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

<p>It is imperative that staff understand that any concerns, no matter how small, will be responded to. Staff are to speak with the DSL if they have concerns that a colleague's behaviour or conduct is:</p>	<ul style="list-style-type: none"> • Inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and • Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. 	<p>Examples of such behaviour could include, but are not limited to:</p> <ul style="list-style-type: none"> BEING OVER FRIENDLY WITH CHILDREN HAVING FAVOURITES TAKING PHOTOGRAPHS OF CHILDREN ON THEIR MOBILE PHONE ENGAGING WITH A CHILD ON A ONE-TO-ONE BASIS IN A SECLUDED AREA OR BEHIND A CLOSED DOOR USING INAPPROPRIATE SEXUALISED, INTIMIDATING, OR OFFENSIVE LANGUAGE
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12. Staff Training



All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures and online safety (including filtering and monitoring), to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect or exploitation. Staff must understand their responsibilities in connection with education and understanding of sexual violence and sexual harassment.



<p>This training will be regularly</p>	<ul style="list-style-type: none"> • Be integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training, and curriculum planning. • Be in line with advice from the 3 safeguarding partners.
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- Have regard to the Teachers' Standards to support the expectation that all teachers:

updated and will:



- Manage behaviour effectively to ensure a good and safe environment. ◦
Have a clear understanding of the needs of all pupils
- Where possible, be specific to the needs of children with SEND

- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
 - Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins, and staff meetings).
 - Include filtering and monitoring systems and processes – the purpose of them, how they keep children safe; and responsibilities including how to report concerns and feed into the analysis of their effectiveness.
 - Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
 - Volunteers will receive appropriate training, where applicable.
 - It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect, and exploitation and to know what to do if they have a concern.
 - New staff and governors will receive a briefing during their induction, which includes the school's Safeguarding Child Protection Policy and Staff Behaviour Policy, reporting and recording arrangements, and details for the DSL. All staff, including the Headteacher and governors will receive training that is regularly updated, and the DSL will receive training updated at least every two years including training in inter-agency procedures.
 - Supply staff and other visiting staff will be given the School's Visitor's Safeguarding Leaflet.
- All staff will be made aware of the increased risk to abuse of certain groups, including disabled and SEN children, LGBTQ+ children, looked after children and young carers.

13. Safer Recruitment



Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2024) together with the LCSP and the school's Staff Recruitment policy and procedures.



Safer recruitment means that applicants will:	<ul style="list-style-type: none">• complete an application form which includes their employment history and explains any gaps in that history.• provide two referees, including at least one who can comment on the applicant's suitability to work with children.• provide evidence of identity and qualifications.• if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in regulated activity.• if offered employment, provide evidence of their right to work in the UK.• be interviewed, if shortlisted.
The school will also:	<ul style="list-style-type: none">• verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.• obtain references for all shortlisted candidates, including internal candidates.• carry out additional or alternative checks for applicants who have lived or worked outside the UK.• ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.• consider carrying out an online search as part of our due diligence on any shortlisted candidates. This is likely to assist with identifying any incidents or issues that have happened, and are publicly available online, which may then be explored further at interview.• Share with the preferred candidate that online checks will be conducted.
At least one member of each recruitment panel will have	

attended Safer Recruitment training.

The staff in our school who have received Safer Recruitment Training are:

- **James Horspool- Head Teacher**
- **Theodora Papaspyrou- Deputy Head Teacher**
- **Aleatheia Benjamin- Business Manager**

- All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding and Child Protection Policy and Staff Code of Conduct and identification of their child protection training needs.
- All staff sign to confirm they have received a copy of the Safeguarding and Child Protection Policy and Staff Code of Conduct Policy.
- All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification legislation and their obligations to disclose relevant information to the school. All staff are reminded of this obligation at the time of appointment and annually.
- The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken. This is checked regularly by both the DSL and the Safeguarding Link Governor, to ensure it is up to date.
- The DBS will consider whether to bar the person. Detailed guidance on when to refer to the DBS, and what information must be provided, can be found on www.GOV.UK. Referrals should be made as soon as possible, and ordinarily on conclusion of an investigation, when an individual is removed from working in regulated activity, which could include being suspended, or is redeployed to work that is not regulated activity.

Regulated Activity	Schools and academies are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2024) part 3.
Site Security	Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents/carers who are simply delivering or collecting their children do not need to sign in, however they will need to sign in, if they come into the main school (for example, for support with their child's toileting and personal care). All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in the school are kept safe. The Headteacher will exercise professional judgment in determining whether any visitor should be escorted or supervised while on site.
Volunteers	Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.
Supervised volunteers	Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.
Contractors	The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

14. Child-on-Child Abuse



We recognise that children can abuse other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.



Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

For the purposes of clarity within this policy, we will use terms including 'victim', 'perpetrator' and 'witness'. However, we keep in mind that those involved in an incident are first and foremost, children who require our support and safeguarding. Robust and sensitive handling in such cases should always result in the safeguarding of all children involved, including the learning of appropriate and safe behaviour. We recognise that such cases are often complex, and, in some cases, the alleged 'perpetrator' may indeed also be a victim of abuse, neglect and/or exploitation



Procedures for dealing with allegations of Child-on-Child abuse.

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it.
- Pupils must be supported, and assurance is to be given to them that they are believed and taken seriously.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

Creating a supportive environment in the school and minimising the risk of Child-on-Child abuse.

We recognise the importance of taking proactive action to minimise the risk of Child-on-Child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between children and young people, including requesting or sending sexual images.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Be vigilant to all concerning behaviours that may develop from a particular child and put in place targeted one-to-one support within their Behaviour Support Plan and Risk Assessment. This behaviour will also form part of their Education, Health and Care Plan (EHCP).
- Be vigilant to changes within a child's life (such as starting menstruating or entering puberty) which could lead to sexualised behaviours or unusual behaviours for them. We will take an early intervention approach to these behaviours, teaching a child pro-actively how to manage and care for their bodies in a way that does not cause harm to others.
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensure pupils are able to report abuse using our reporting systems easily and confidently.
- Ensure staff reassure victims that they are being taken seriously.
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of Child-on-Child abuse, and know how to identify it and respond to reports

	<ul style="list-style-type: none"> ○ That even if there are no reports of Child-on-Child abuse in the school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here” and use their professional curiosity to spot signs and indicators of abuse. ○ That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example: ✦ <ul style="list-style-type: none"> Children can show signs or act in ways they hope adults will notice and react to ✦ A friend may make a report. ✦ A member of staff may overhear a conversation. ✦ A child's behaviour might indicate that something is wrong. ○ That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation. ○ That a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy. ○ The important role they play in preventing Child-on-Child abuse and responding where they believe a child may be at risk from it. ○ That they should speak to the DSL if they have any concerns
<p>Remember:</p>	<p>For many children with SEND, there can be issues with impulse control, lowered inhibitions and reduced ability to control one's bodily movements. All of these factors and more can result in an increase in sexualised behaviour, or behaviour that is perceived by others to be of a sexual nature.</p> <p>It is vital that in responding to these incidents and behaviours, staff take into account each child's needs and abilities.</p> <p>However, it is crucial that the impact upon the victim/s is always prioritised and that behaviours – and their impact – are not minimised due to a perception that ‘he/she/they did not mean it like that’ or ‘he/she/they are not aware of what they are doing’, for example.</p>

	<p>Staff must keep in mind that simply because one child (or more than one) could not be considered to be a 'perpetrator of child-on-child abuse' due to the reasons outlined above; this does not mean that those affected should not be considered to be a 'victim of child-on-child abuse'.</p> <p>All children involved in incidents of child-on-child abuse must be considered as requiring safeguarding and support. To read more about this, please read our Sexualised Behaviour policy.</p> <p>Staff must keep in mind that robust handling of child-on-child abuse cases results in the safeguarding of all children involved whether victim/s, perpetrator/s or witness/es.</p>
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Sharing of nudes and semi-nudes ('sexting') 

We are aware that the sharing of nudes and semi-nudes is generally reported in the media as being a safeguarding issue amongst older young people, and those without SEND, rather than primary-age children or those attending special needs settings. However, as a school we are aware that research by the NSPCC has shown that children as young as 9 years old have been involved in incidents of sharing indecent images. We therefore ensure all of our staff are trained thoroughly to respond to such incidents and to support the children involved.

All our staff are aware that just because a student does not appear to have access to their own device either at school or at home; this does not mean they are not at risk of online safety issues.

Staff responsibilities when responding to an incident:	If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos including pseudo-images such as those created using AI or deepfake technology (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.
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You must not:



- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should:

Explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.



Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns.

<p>This meeting will consider the initial evidence and aim to determine:</p>	<ul style="list-style-type: none"> • Whether there is an immediate risk to pupil(s) • If a referral needs to be made to the police and/or children's social care • If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed) • What further information is required to decide on the best response • Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown) • Whether immediate action should be taken to delete or remove images or videos from devices or online services • Any relevant facts about the pupils involved which would influence risk assessment including contextual safeguarding risks (NB. This should always include their specific SEND needs and health conditions) • If there is a need to contact another school, school, college, setting or individual. • Whether to contact parents or carers of the pupils involved (in most cases, parents/carers should be involved)
<p>The DSL will make an immediate referral to police and/or children's social care if:</p>	<ul style="list-style-type: none"> • The incident involves an adult. • There is 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 educational needs) * • What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

	<ul style="list-style-type: none"> • The imagery involves sexual acts and any pupil in the images or videos is under 13. • The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming) <p>*Please note – due to the special educational needs of students at our school, the DSL will always refer to police and/or children's social care if they are involved in an incident of this nature.</p> <p>The DSL may use tools and research including the Brook Traffic Light Tool, the NSPCC's Framework for Harmful Sexual Behaviour and Finkelhor and Wolak's Typology of Youth-Produced Imagery Cases to help make decisions around each case.</p>
<p>If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.</p>	
<p>Further review by the DSL:</p>	<p>If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks. They will hold interviews with the pupils involved (if appropriate). If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.</p>
<p>Informing parents/carers</p>	<p>The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.</p>
<p>Referring to the police</p>	<p>If it is necessary to refer an incident to the police, this will be done via 101 or reporting via the West Midlands Police online reporting system: Home West Midlands Police (west-midlands.police.uk)</p>
<p>Recording incidents</p>	<p>All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in this policy also apply to recording these incidents.</p>

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Relationships and sex education –and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment.
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images.
- The receipt of such images

Please note – this teaching is differentiated to suit the learning capabilities of each child, in line with their personalised EHCP, taking into account both their chronological and developmental age/s. For example, for some of our students, the teaching may involve the modelling of asking for consent before images are taken, and teaching the children to express their disapproval and report this to adults they trust. For other students, more specific lessons will be conducted, using social stories for example.

<p>‘Financially motivated Sexual Extortion’ or ‘Sextortion’</p>	<p>In some cases, incidents of sharing nudes may initially appear as child-on-child due to the offender posing as a child online. However, upon further investigation, it may come to light that the incident is, in reality, adult aggravated.</p> <p>In all cases involving an adult perpetrator, the DSL would immediately contact the police and children’s social care. These cases may be sexually motivated or constitute a case of ‘Financially motivated Sexual Extortion’, known commonly as ‘Sextortion’.</p> <p>In 2024 for the first time, the National Crime Agency issued an alert to all education settings warning them of the rise in cases of Sextortion of children and young people.</p>
<p>Key Facts</p>	<ul style="list-style-type: none"> • Sextortion is when young people (and adults) are forced into paying money or meeting another financial demand (such as purchasing a pre-paid gift card) after an offender has threatened to release sexual/indecent images of them. • The sexual images do not even have to be real. They may be deepfaked images...or even just the threat that the offender has some images – even if they never evidence this to the young person. • Some sextortion might include the threat of sharing intimate information (such as that the young person HAS sent some nudes at some point to someone, or that they are sexually active) • Sextortion may take place just once or may become an ongoing pattern of abuse. <p>The NCA issued the alert due to a significant rise in cases, including a large proportion of cases involving male victims aged 14-18</p>

<p>Signs and Indicators Include:</p>	<ul style="list-style-type: none"> • Stealing (from home, school, even their teachers and friends) • Appearing to be in a rush to return home, or to retrieve their devices • Panic about communications with parents/carers • Secrecy about online activities (inc. hiding devices) • Significant changes in behaviour e.g., mood swings, increased anxiety or anger, especially after using electronic devices or being online • Excessive use of the internet inc. throughout the night or at set times of day • An unusual or sudden decline in academic performance, truanting, or loss of interest in school-related activities and even hobbies. Becoming increasingly withdrawn and appearing pre-occupied. • All staff are aware that they should use their professional curiosity to spot these signs and indicators and report them immediately to the DSL
<p>Actions:</p>	<p>If the DSL believes a child is – or could be – a victim of Sextortion, they will move swiftly to safeguard the child. Depending on the facts of the case, they will:</p> <ul style="list-style-type: none"> • Tell the child not to delete any images or communications with the perpetrator/s • Tell the child not to send money or to declare the amount of money they have sent over, and the method by which they did this. • ALL Sextortion is a crime, no matter the child's age so the police should always be contacted. Children's Social Care or Adult Social Care (for young people over the age of 18) would be contacted in the majority of cases. • Support the child to use tools such as: 'Report Remove', the Internet Watch Foundation and Childline's tool, to report images that have been shared or might be shared online. • Alternatively, the 'Take It Down', a tool provided by the USA National Center for Missing and Exploited Children, can help them remove or stop the online sharing of images across participating online platforms.

- Report directly to the platform or app that the incident has occurred on.
- Unless doing so would place the child at further risk of harm, the DSL would liaise with parents/carers to ensure the child can be monitored and kept safe online.

15. Extended School and Off-site arrangements



All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended-school activities are provided by and managed by the school, our own Safeguarding and Child Protection policy and procedures apply.

When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.



The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have safeguards in place.

Use of School Premises



If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures, and Safeguarding and Child Protection policy and procedures.

If we receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities); we will follow our own safeguarding policies and procedures, including informing the LADO and referring to MASH as outlined elsewhere in this policy.

Please note – The DSL is responsible for responding to such allegations, whether or not they relate to children who are students at the school.

All staff should be aware that if they have concerns about a child who has used the school premises for any activity, this must be reported to the DSL.



16. Declaration of relationships with students outside of school & Safeguarding

Responsibilities

'Due to our staff being specialists in working with children with SEND; from time to time, families may require additional specialist support and respite at home and may wish to privately contract staff members to work with their child in the family home or as a personal assistant in the community.'

While we may support the families by passing on their job advertisement to staff, this is a private arrangement between families and staff members who are working in their own time.

All staff working privately for a family must declare this arrangement using the Declaration of relationships with students form (Please refer to the Staff Code of Conduct Policy- Appendix 4).

Please also refer to the Staff Code of Conduct section on page 4 where the following is outlined: 'Staff must declare any relationship that they have with students outside of school. This may include respite care for students, mutual membership of social groups, tutoring or family connections. Under no circumstances should students be kept beyond 3pm for respite care'.

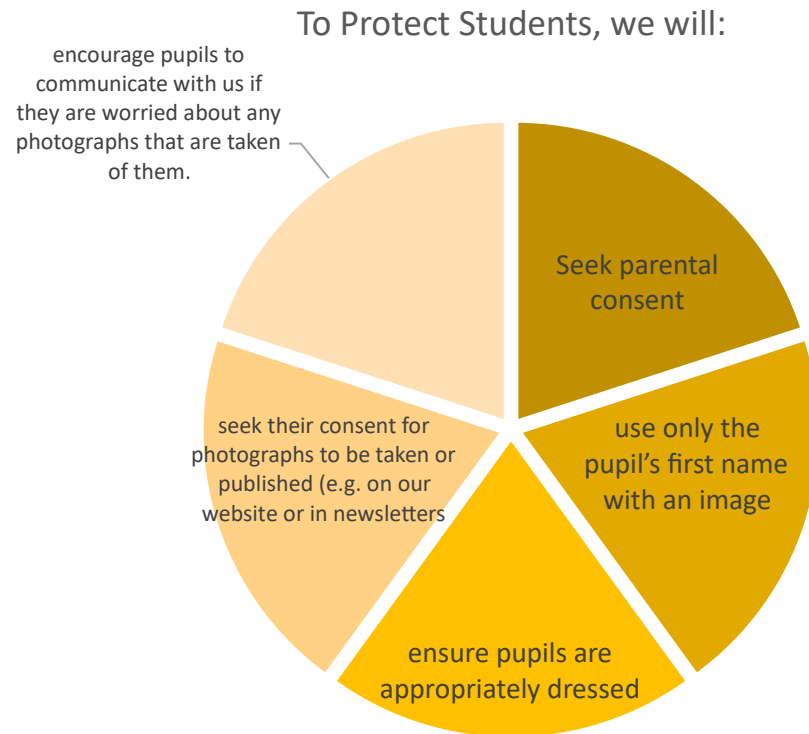
The declaration of relationships with student's form is also kept on record in the school office (please ensure that you complete this form as needed to communicate any changes in your circumstances; please submit this form to Cheryl Talbot -Admin Assistant/Personnel).

If it were reported to us by the child or their parents/carers that any form of abuse or neglect had taken place during this private arrangement; we would take this seriously as we would any other allegation or low-level concern reported about a member of staff.

We would investigate these concerns/allegations immediately and if appropriate, ensure the child was not in contact with that staff member whilst investigations were being undertaken. We would liaise with the LADO to seek advice in the first instance and if relevant, would follow our low-level concerns policy, or our 'Managing Allegations of Abuse Against Staff' policy - which can be accessed on the school website.

Likewise, in line with guidance about information-sharing in Working Together to Safeguard Children 2023; staff who become aware of safeguarding concerns about a child - in the course of their privately contracted work with that child - should share this information with the Designated Safeguarding Lead at The Meadows. '

17. Photography and Images



18. Online Safety

Many of our students increasingly use electronic equipment on a daily basis to access the internet via YouTube for example. Some will also share content and images via social networking sites such as Facebook, Snapchat, Instagram and TikTok.

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

For many of our students, their SEND means they are unable to access technology and the internet without another person present. While this can reduce some of the risks to them, we must remain vigilant to their safety. It is also easy for adults involved in the education and care of children with social needs to infantilise and de-sexualise them, as well as to underestimate their capabilities regarding the use of technology.

For some of our students, risks facing them might include information shared ABOUT them by their family members for instance, or their becoming distressed or harmed by accessing/overseeing/overhearing inappropriate content that promotes unhealthy lifestyles, extremist behaviour and criminal activity.

It is for this reason that educating parents/carers about Online Safety becomes even more of a priority.

The school's Online Safety Policy explains how we try to keep pupils safe in the school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our Safeguarding and Child Protection procedures.

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

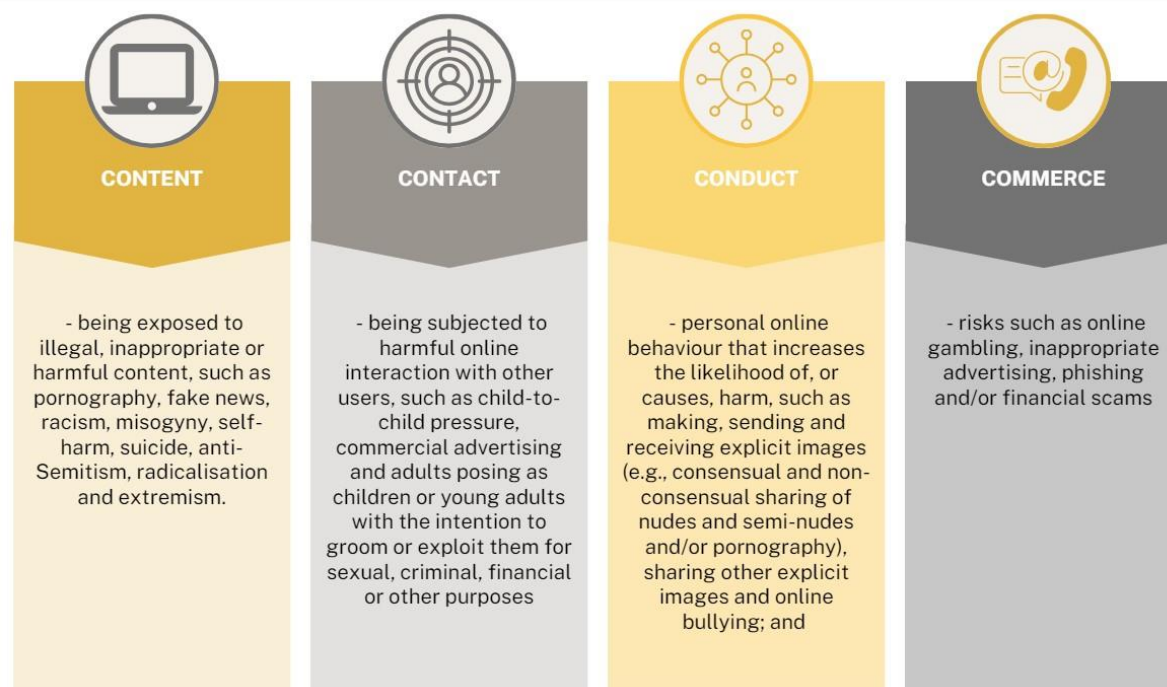
To address this, our school aims to:



- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

- Adhere to the filtering and monitoring standards for schools and colleges ([Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges) through the use of filtering and monitoring systems and processes, with regular analysis of their effectiveness in safeguarding the students whilst avoiding 'over blocking'. See Appendix L for further details.

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



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

- Educate pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim.
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' coffee mornings. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to the school for their own use, but will limit such use to non-contact time when pupils are not present.
 - Staff will not take pictures or recordings of pupils on their personal phones or cameras.
- Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

	<ul style="list-style-type: none"> Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
	<ul style="list-style-type: none"> Regularly review and assess the effectiveness of our filtering and monitoring systems to ensure they are fit for purpose and that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. Ensure that alerts from our filtering and monitoring systems are received and reviewed by our DSL (or DDSLs in their absence) in order to be assured that safeguarding concerns are robustly responded to (for example, alerts relating to risks of online radicalisation or online grooming). Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
<p>All staff receive online safety training and the school's online safety coordinator is:</p>	<p>Theodora Papaspyrou (Deputy Head Teacher & DSL) has lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).</p>
<p>Staff/Pupil Relationships online.</p>	<p>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.</p> <p>NB. At the Meadows, some staff may engage in external support work (separate to their employment at The Meadows), contracted through the Local Authority or privately through the family of a student. In these cases,</p>

	they may liaise with the families using social media to make arrangements. Nevertheless, staff would still be expected to work to professional standards at all times.
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Organisations for Support regarding Online Safety		
Organisation/ Resource	www.thinkuknow.co.uk	CEOP's Online Safety resource and education advice
	disrespectnobody	Home Office advice on Healthy Relationships including sexting and pornography
	UK Safer Internet Centre	Contains a specialist helpline for UK schools and colleges
	South West Grid for Learning	Includes a template for setting out Online Safety policies
	Internet Matters	Advice for Parents on how to keep their children safe online
	Parentzone	Advice for Parents on how to keep their children safe online
	Childnet Cyberbullying	Guidance for schools on Cyberbullying
	PSHE association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
Online Resource	Educate Against Hate - Prevent Radicalisation & Extremism	Practical Advice for Parents/Teachers and Governors on protecting children from extremism and radicalisation
	The use of social media for online radicalisation - GOV.UK (www.gov.uk)	A government briefing for schools on how social media is used to radicalise young people
	Overview of Sexting Guidance.pdf (publishing.service.gov.uk)	UK Council for Internet Safety (UKCIS) guidance on dealing with sexting incidents.

	E-safety for schools NSPCC Learning	NSPCC resources for schools on teaching Online Safety
	Common Sense Media: Age-Based Media Reviews for Families Common Sense Media	Common Sense Media gives advice for parents and carers on choosing age-appropriate online games and sites for their child.
	Searching, screening and confiscation at school - GOV.UK (www.gov.uk)	A government briefing on searching and confiscation of devices within schools
	The National Grid for Learning - Safeguarding (google.com)	Advice for schools from the London Grid for Learning

19. Visiting Speakers Policy



Although it has always been helpful for a school to have clear guidance on the management of visiting speakers, the Prevent Duty set out that this is now an expectation.

“As part of managing the risk of radicalisation, schools' safeguarding policies should set out clear protocols for ensuring that any visiting speakers, whether invited by staff or by children themselves, are suitable and appropriately supervised. In England, the Prevent duty complements schools' other responsibilities for ensuring that speakers do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (Prevent Duty Guidance in England and Wales HM Government 2023 [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#))



Key aspects of the policy include:

- A formal procedure for inviting speakers, which involves approval by the Headteacher and a clear understanding of why the speaker has been chosen.
- A list of appropriate checks on the suitability of the person, which may include internet searches and/or contacting other schools where the person has spoken previously.

- Although not always possible, it is useful to invite speakers from an established company, charity or other group whose aims are well-documented.
- A document for the speaker to read and sign, to ensure that they understand they must abide by the school's equality commitments; that there must be no statements which might cause offence to others, or otherwise undermine tolerance of other faiths or beliefs; and there must be no extremist material.
- An understanding that the speaker will be expected to talk with staff about the content of the presentation before the event; speakers and staff must allow time for this discussion, whether it is on the day or beforehand.
- An understanding that such talks and presentations will not be used to raise funds, without the prior written permission of the Headteacher.
- Visiting speakers must arrive at reception in good time to book in and must bring suitable identification. Although viewing DBS certificates may be appropriate, most visiting speakers will not be in 'regulated activity' and so will not necessarily have a DBS certificate to present.
Visitors must be supervised at all times and not left alone with pupils, unless they have confirmed DBS checks.
Visiting speakers should understand that their presentation will be brought to an early end, if the content proves unsuitable.
- All information about the visiting speaker and the booking process should be recorded on a suitable proforma.
- After the presentation, an evaluation form should be completed which will include feedback from staff, note any contentious subject areas or comments, and state whether the speaker could be booked again in the future. Once a person has visited a school, future checks should be proportionate.

20. Reporting systems for students



Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide. We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.



To achieve this, we will:

- Put systems in place for pupils to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils including safeguarding posters that are child-friendly with concise information.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback.
- Pupils are made aware that they can speak to or communicate with a member of staff about something that is worrying them. However, they are also made aware of who the DSL and pastoral team are and where they are based if they wish to speak to them. If a student communicates that they wish to communicate with the DSL or pastoral team, a member of staff should support the student to do so without making the student first share with them the reason why. This is to ensure that students who require support with their mobility and cannot independently transport themselves to make a disclosure to the DSL are not hindered in doing so.

21. Dealing with Disclosure



Staff must be aware that statistically, most children who have been affected by abuse, neglect and exploitation will never tell anyone. If they do disclose, this is most likely to be to their peers, or to a professional when they are an adult. This becomes even more relevant when it comes to children with communication difficulties.



Staff must be aware that a lack of disclosures does not mean that children they are working with are not affected by abuse, neglect or exploitation. Children may not disclose for a number of reasons including shame, fear of not

being believed, or not feeling ready to do so. They may also feel more comfortable disclosing information on a piecemeal basis – staff must remain patient and let the child know they are safe to share information. All staff must be aware that ‘it could happen here’.

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

RECEIVE

If a child wants to talk to you, never ask them to come back later. Ask them what they want to talk to you about and, if you are concerned about their welfare, give them the time to speak to you.

Never promise confidentiality, inform the child that you are happy to talk to them but if they tell you anything that you believe may be putting them at harm that you will have to talk to someone.

Listen carefully to the child. Do not stop a child who is freely recalling information.

Where a child is visibly upset or has an obvious injury, it is good practice to ask a child why they are upset or how an injury was caused or respond to a child wanting to talk to you to help clarify vague concerns and result in the right action being taken.

REACT

If you need to clarify information, ask open-ended questions e.g., "Is there anything you'd like to tell me?", "Can you explain to me..." "Can you describe to me...?"

Never ask leading or suggestive questions e.g. 'Did he/she do anything that they shouldn't have done?'

Never ask 'accusing' questions e.g., "Why didn't you tell someone earlier?"

Never criticise the alleged perpetrator, it may be someone that they will continue to live with.

Never ask the pupil to repeat their disclosure for any other member of staff; it is your responsibility to share the information

These four factors may compromise enquiries that need to be made later by Children's Social Care or Police.

REASSURE

Ensure that the child is aware that they have done the right thing in talking to you and that they have not done anything wrong.

If you have any concerns that the child has been, or is at risk of harm, you must tell them that you will speak to someone to get help.

RECORD

Make notes as soon as possible afterwards using the words that the child has used.

Do not record your assumptions and interpretations, just what you heard and saw.

Do not destroy original notes even if you later write things up more neatly and fully.

Record the date, time and place of the disclosure.

Sign any written records and identify your position in the school setting.

Do not ask a child to write an account or sign any of your documentation as this may compromise enquiries that need to be made later by children's social care or Police.

REPORT

Immediately inform the DSL for child protection or in their absence the Deputy DSL for child protection who will be responsible for following the appropriate procedures.

In the absence of anyone being available in school, contact the Community Operating Group Social worker for advice.

To consult with your DSL for child protection does not mean a referral has been made. This decision is the responsibility of the DSL for child protection who will contact the appropriate agency as and when required.

If you are unhappy about the response you receive from your DSL for child protection, contact the Locality Community Operating Group (COG) for your area if applicable, or, in their absence, contact the MASH team using the details below where you may be put through to speak to a qualified social worker.

**PLEASE
COMPLETE YOUR
LOCAL MASH
DETAILS**

Children's Social Care's MASH team: 0121 569 3100 (Sandwell) (Out of office hours is the same number).

UNDER NO CIRCUMSTANCES SHOULD YOU LEAVE THE SCHOOL WITHOUT DISCUSSING YOUR CONCERNS WITH SOMEONE.

Making a Referral

- A referral involves sharing information in line with Multi Agency Threshold Document to either the Early Help Team, with the consent of the parents/carers, Multi Agency Safeguarding Hub (MASH) or the Police in matters of immediate risk (see Appendix C).
- Parents/carers should be informed if a referral is being made except in the circumstances outlined in 'Communication with Parents'.
- However, inability to inform parents for any reason should not prevent a referral being made to Children's Social Care via the MASH Service. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom.
- If low level multi agency support is required for a child and/or their family, the DSL for child protection will, with consent of the parent/carer, refer to the Early Help Team to enable the most appropriate services and support to be identified. This may be targeted multi-agency support to help the family resolve any identified concerns.
- If the concerns are more complex and require statutory intervention, then the DSL for child protection will refer the matter to Children's Social Care via the MASH service where a decision will be made whether any enquiries are needed under Section 17 (child in need enquiry) or Section 47 (child protection enquiry) of the Children Act 1989. A flowchart can be found at Appendix D detailing the referral procedure.

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

Step 1 – Complete a Multi-Agency Referral Form (MARF) and send into the MASH secure email address on the front of the form. Be prepared to give as much of the following information as possible using the SAFER guidelines (see Appendix B). If the child is aged 10 – 17 a CSE screening tool should also be completed.

Step 2 – If a child is at imminent significant risk of harm/immediate danger (and reporting concerns cannot wait an hour while a MARF is completed) the referrer should consider telephoning 999 and

Children's Social Care's MASH team: 0121 569 3100 (Sandwell)

A MARF will also need to be completed without delay. (Please be mindful that some local authorities do not call these MARFS. They may be called an Inter-Agency referral form or multi-agency contact form MAC). Please see elsewhere in this policy for what to do if a student is over the age of 18, or lives in a different local authority.

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

22. Concerns re Terrorism and Radicalisation

What to do:

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. Potential indicators of radicalisation should be discussed alongside other factors and the overall context.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Remember that referrals to Channel Panel require the consent of the person being referred. Inform the DSL or deputy as soon as practically possible after the referral.

Remember to provide information – if you have it – regarding the child's journey to radicalisation and what you believe may have made the child susceptible to this.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.



In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist related.

Contact can be made with the confidential Anti-Terrorist Hotline 0800 789 321 or contact made with the LA Prevent Strategy Coordinator for further advice.

[Pardeep brar@sandwell.gov.uk](mailto:Pardeep_brar@sandwell.gov.uk) [Justin nixon@sandwell.gov.uk](mailto:Justin_nixon@sandwell.gov.uk) or sarfraz_khan@sandwell.gov.uk

Our Students

It is important for staff to be aware that children with SEND can sometimes be more susceptible to radicalisation due to a wide range of factors including increased levels of social isolation and impaired ability - for some young people - to understand manipulation techniques. We must remain vigilant and avoid minimising concerns or assuming our students could not go on to cause harm to others or hold extreme views.

23. Different forms of abuse

Gypsy, Roma and Traveller Children

For more information, please read:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181669/DFE-RR043.pdf

<p>Children in Whom Illness is Fabricated or Induced (formerly known as Munchausen's Syndrome or Munchausen's by Proxy)</p>	<p>This is a form of child abuse in which the parents or carers give false accounts of symptoms in their children and may fake signs of illness (to draw attention to themselves). They seek repeated medical investigations and needless treatment for their children. The government guidance on this is found in 'Safeguarding Children in whom illness is Fabricated or Induced' (15th March 2008). All suspicions of the above, must reported to the DSL.</p> <p>Staff must understand that due to the complexities of our students' needs and the involvement of many different health professionals and specialists; this can be harder to spot. However, staff must remain vigilant that our students may be more vulnerable to this form of abuse for many reasons. If staff have any concerns, they must report these immediately to the DSL.</p>
<p>Spiritual Abuse</p>	<p>Linked with emotional abuse, spiritual abuse could be defined as an abuse of power, often done in the name of God or Religion, which involves manipulating or coercing someone into thinking, saying or doing things without respecting their right to choose for themselves.</p> <p>Some indicators of spiritual abuse might be a leader who is intimidating and imposes their will on other people, perhaps threatening dire consequences or the wrath of God if disobeyed.</p> <p>They may say that God has revealed certain things to them and so they know what is right. Those under their leadership are fearful to challenge or disagree, believing they will lose the leader's (or more seriously God's) acceptance and approval.</p> <p>We recognise that some of our students may be part of communities that believe in religious or spiritual practices that can 'cure' their additional needs and disabilities. If we have any concerns that these beliefs and practices are causing emotional or physical harm to a child, these will be treated as abuse and reported as such.</p> <p>All suspicions of the above, must be reported to the DSL.</p>

24. Mental Health

-
- 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.
 - Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
 - If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by reporting to the DSL.
 - If staff have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.
 - All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
 - School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

25. Pupils with Special Educational Needs (SEN) or Disabilities or Health Needs

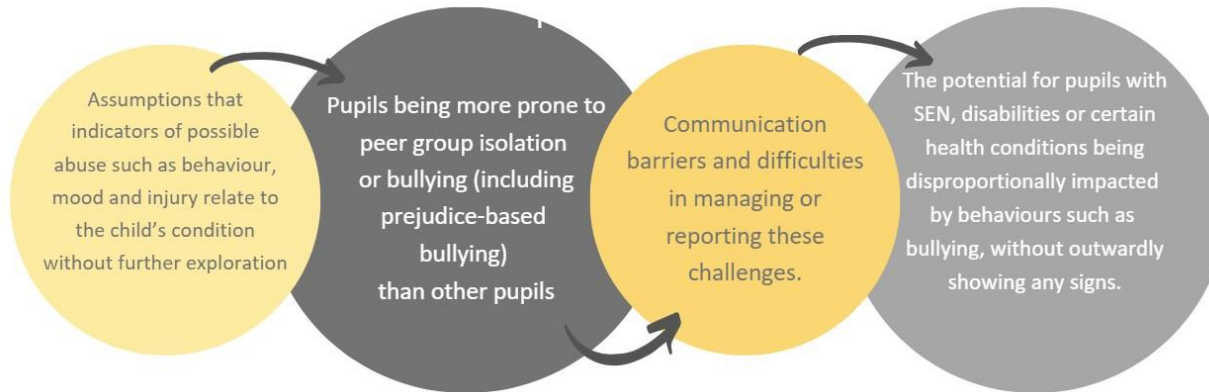
At The Meadows School, due to being a specialist provision, ALL of our students are affected by SEND and/or complex health needs. We therefore recognise that pupils with SEND may be more vulnerable to a range of safeguarding risks including exploitation, physical abuse, sexual abuse and bullying, amongst others. Indeed, this policy outlines many of these increased risks.

All staff are trained to spot signs and indicators of abuse, neglect and exploitation in children with SEND and to recognise the barriers to reporting. It is important to read the SEND Code of Practice for further information around this: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672672/SEND_Code_of_Practice_0_to_25_years_-_GOV.UK.pdf)

We work with a range of organisations including SENDIASS to ensure that the needs of pupils with SEND are fully catered for.

We recognise that pupils with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges.

Additional barriers can exist when recognising abuse and neglect in this group, including:



26. Pupils with a Social Worker, and Looked-After, and Previously-Looked-After Children



Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.



The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes.

For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/or academic support

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

In particular, we will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher, - **Eileen Pace (AHT) and Samantha Forbes (AHT)**- who are responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

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

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school headteachers to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

27. Confidentiality



Safeguarding children raises issues of confidentiality that must be clearly understood by all staff / volunteers in the school. All staff in the school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly Children's Social Care and the Police.



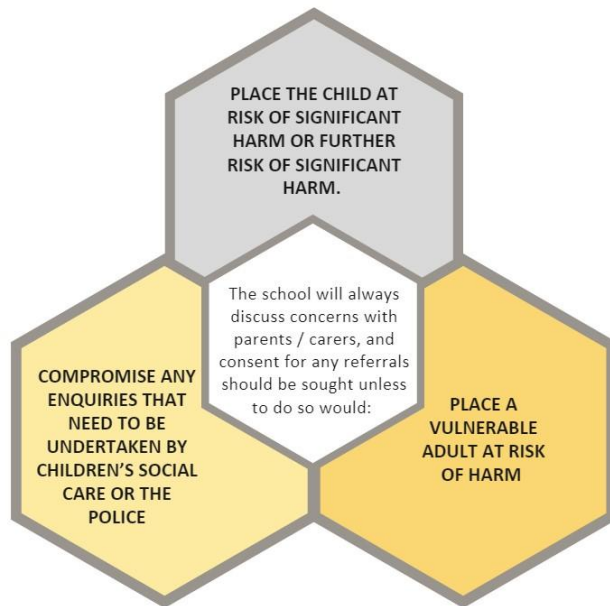
If a child wishes to confide in a member of staff / volunteer and requests that the information is kept secret, the member of staff / volunteer will tell the child, in an appropriate manner to the individual needs of the child, that they cannot promise confidentiality and may need to pass the information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

Staff / volunteers who receive information about children and their families in the course of their work should share that information within the expectations of the school's confidentiality policy and other relevant policies e.g., the Safeguarding and Child Protection Policy, Local Children's Safeguarding Partnership and inter-agency procedures.

It is important that information is shared on a need-to-know basis with other professionals who can then use this information to help safeguard a child. This information should never be shared in front of other students or staff members who do not need to know. In case a staff member is unsure of who to share with, they should liaise with the DSL who can make that decision.

At The Meadows, many of our students have communication difficulties; however, this does not mean that they should be made privy to confidential information because it is assumed they do not understand what is being said. Staff are therefore trained to ensure that conversations about safeguarding and/or confidential information are never held in front of students including students who may be able to lip-read.

28. Communication with Parents



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

29. Record-Keeping

The importance of good clear child welfare and child protection record keeping has been highlighted in the learning from serious case reviews. Good up to date record keeping of concerns and action taken is essential for two main reasons:

It helps the school identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are seen as a whole, that a pattern can be seen indicating safeguarding or child protection concern.

It helps the school monitor and manage their safeguarding practices and provides evidence of robust and effective safeguarding policy and practice.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event.

Any member of staff receiving a disclosure of abuse from a child or young person or noticing signs or symptoms of possible abuse in a child or young person, will make a written record within the hour recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

- Dates and times of events should be recorded as accurately

as possible, together with a note of when the record was made.

- A record should be made of any visible marks or injuries to a child that give cause for concern, this may be completed on a body map. The child should not be examined intimately, or pictures taken of any injuries/marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. When a child has made a disclosure, the member of staff/volunteer should:



Make brief notes as soon as possible after the conversation using the appropriate form utilised by the school



Not destroy the original notes in case they are needed by a court.



Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.



Distinguish fact from opinion.



Record statements and observations rather than interpretations or assumptions



Children **MUST NOT** be asked to make a written statement themselves or to sign any records.



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



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



The DSL will ensure that all safeguarding records are managed and transferred in accordance with the Education (Pupil Information) (England) Regulations 2005.

Electronic Record-Keeping Software.

www.cpoms.co.uk

We are using an electronic record keeping software for reporting and recording safeguarding concerns. The advantages include less time-consuming paperwork and filing and being reassured that everything is reported and recorded in a timely manner.

Some of the main benefits of using an electronic reporting system are as follows:

Some of the main benefits of using an electronic reporting system are as follows:

Chronology

A full chronology of events is stored against any concerns raised allowing you to easily see notes from meetings, interventions and behaviour reports.

Reporting

Creating reports is easy and within a few clicks you are able to see all concerns raised on a specific child. You can easily export or print the report for external agencies or meetings.

Anywhere

Our secure hosted option allows you to access the system from any device, anywhere where you have an internet connection. This also allows staff to raise concerns anywhere.

Alerts

The staff that need to know about any concerns that have been raised get alerts as they happen – great for time-sensitive concerns.

Reviews

You can set reminders to prompt viewing of CP files, allowing you to keep track of referrals and action plans.

Body Maps

As well as online body maps, you can also combine body maps to review emerging patterns.

Dashboards

Multi-Academy Trusts, Local Authorities and Governors can have real time access to reports to a single academy or across a group of academies.

Tags

You can tag children in specific areas such as Child in Need, Young Carer and CP Plans, FSM and PP.

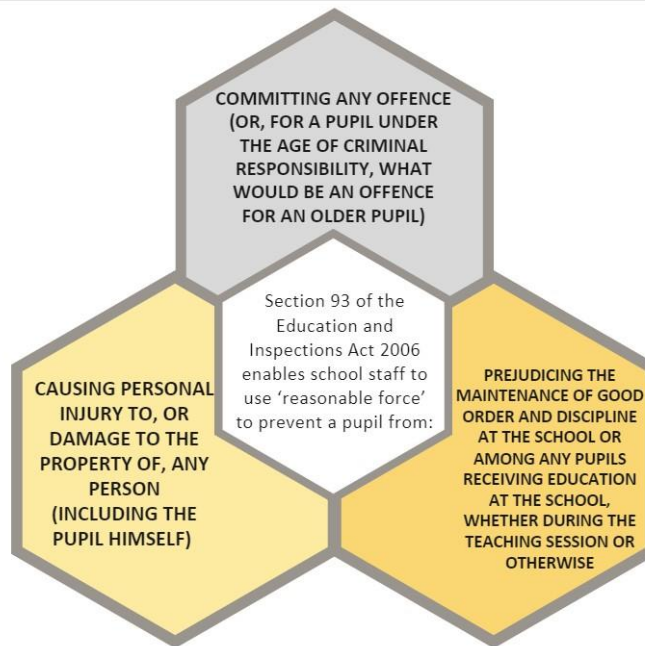
30. Physical Interventions



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



The majority of our students may need some form of physical intervention depending upon their needs. Please read the intimate care policy for more information. However, this section refers to physical intervention in order to keep a child safe.



The general guidance on The Use of Reasonable force: Guidance for Head Teacher, staff and Governing Bodies (2013) and continues to be supplemented by a specialist guidance document, namely 'Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (2012) and 'Guidance on the Use of Restrictive Physical Interventions for Pupil with Severe Behavioural Difficulties'. The circular entitled Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and /or autism spectrum disorders applies to all special school settings.

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

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

31. Statutory School Policies

A full list of statutory policies can be found at: <https://www.gov.uk/government/publications/statutory-policies-for-schools> . Note that none of these policies relate to safeguarding and child protection.

Other Recommended Policies:

- Anti-bullying
- Online Safety (including Acceptable Use Policies and Use of Digital Images)
- First aid (including management of medical conditions, intimate care)
- Low Level Concerns
- Management of allegations against staff
- Relationships and Sex Education
- Race, Disability and Equality Policy
- Recruitment and selection
- Physical Intervention
- Whistle blowing, etc.

32. Useful Telephone Numbers

- Sandwell MASH Team – 0121 569 3100
- Dudley MASH Team – 0300 555 0050
- Birmingham MASH Team – 0121 675 1669
- West Midlands Police – 101 or in an emergency 999
- Local Authority Child Protection Officers for Education – 0121 569 8144
- Sandwell Local Authority Designated Officer – 0121 569 4770

- Dudley Local Authority Designated Officer – 01384 813110
- Birmingham Local Authority Designated Officer – 0121 675 1669
- CCE Team – 0121 569 8690
- Prevent (Radicalisation and Extremism) Coordinator
- Prevent Worker – 0121 569 2201
- Tipton COG – 0121 569 7291
- Wednesbury COG – 0121 569 7294
- West Bromwich Central COG – 0121 569 7293
- Oldbury COG – 0121 569 7295
- Rowley COG – 0121 569 7296
- Smethwick COG – 0121 569 7297

Appendix A – Definitions of Abuse, Neglect and Exploitation

Physical Abuse	
Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Signs of possible physical abuse	<ul style="list-style-type: none"> • Any injuries not consistent with the explanation given for them. • Injuries which occur to the body in places which are not normally exposed to falls or rough games. • Injuries which have not received medical attention. • Reluctance to change for, or participate in, games or swimming. • Bruises, bites, burns and fractures, for example, which do not have an accidental explanation. • The child gives inconsistent accounts for the cause of injuries. • Frozen watchfulness.

Possible effects of Physical Abuse

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

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another (including children being exposed to domestic abuse).

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of possible emotional abuse

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

Possible effects of Emotional Abuse

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

- Domestic Abuse comes in many forms and is not just physical but can be:
- Emotional
- Sexual
- Financial
- Controlling and coercive
- Physical

Furthermore, children who are exposed to domestic abuse are also victims and can have serious, long lasting emotional and psychological impact. It is imperative that all staff are aware how these children's experiences can affect their mental health, behaviour and education.

Additionally, staff are trained to understand that children and young people can experience domestic abuse within their own intimate relationships. This is sometimes called Teenage Relationship Abuse or Intimate Partner Abuse. Staff are trained to spot the signs and indicators of Teenage Relationship Abuse and to respond to it swiftly and robustly if they witness abuse of this kind between children and young people within school. Staff are trained to understand that Teenage Relationship Abuse can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Teenage Relationship Abuse can also take place online between children and young people or in a combination of online and offline abuse. It is a form of Child-on-Child abuse, and you can read more about this in Appendix H.

Child Sexual Exploitation (CSE)

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Signs of possible CSE

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation.
- Gang-association and/or isolation from peers/social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home/care without explanation and persistently going missing or returning late.
- Excessive receipt of texts/phone calls.
- Returning home under the influence of drugs/alcohol.
- Inappropriate sexualised behaviour for age/sexually transmitted infections.
- Evidence of/suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

<p>Possible effects of CSE</p>	<p>If a child suffers sustained emotional abuse, there is increasing evidence of adverse long-term effects on their development. Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.</p> <ul style="list-style-type: none"> • Having a prior experience of neglect, physical and/or sexual abuse. • Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example).
	<ul style="list-style-type: none"> • Recent bereavement or loss. • Social isolation or social difficulties. • Absence of a safe environment to explore sexuality. • Economic vulnerability. • Homelessness or insecure accommodation status. • Connections with other children and young people who are being sexually exploited. • Family members or other connections involved in adult sex work. • Having a physical or learning disability. • Being in care (particularly those in residential care and those with interrupted care histories); and • Sexual identity.
<p>More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)</p>	



Child's Voice:

Savannah* was sexually exploited when she was 14 and is currently being supported by Barnardo's. She said, "I had been let down my whole life – broken promise after broken promise from my dad. It makes you desperate for love and affection, particularly from someone older. Exploiters know that, and they make you feel like you're the only person who matters to them."

*The quote above is an excerpt from the Barnardos article 'Under-reporting of child exploitation during the school holidays reveals invisible victims' July 2023. The full article can be read here: [Under-reporting of child exploitation during the school holidays reveals invisible victims | Barnardo's \(barnardos.org.uk\)](https://www.barnardos.org.uk/under-reporting-of-child-exploitation-during-the-school-holidays-reveals-invisible-victims)

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.

The 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.

Signs of possible 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

County Lines

County Lines Exploitation is just one form of Child Criminal Exploitation (CCE) although it can tend to be reported in the media interchangeably with CCE as a whole.

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 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.

Criminal Exploitation Hubs strive to coordinate intelligence by:

CSE MAPPING AND INTELLIGENCE: PERPETRATORS, AREAS, LINKS, TRENDS	
HOTELS AND TAXIS AND EVENTS	TAXI 
MULTI AGENCY SAFEGUARDING HUB (MASH) HAS THE FOLLOWING SUPPORT:	
TARGETED YOUTH SUPPORT	
WOMEN'S AID	
BARNARDOS	B
SPECIALIST CSE SOCIAL WORKERS	

Tools to help:	<p>CSE Screening Tool MUST be completed for ALL children aged 10-18 who are subject to an Early Help Assessment or a MARF. For further information see guidance sheets regarding CSE support from CSE team within MASH Complete the CSE Screening Tool when completing a MARF or EHA</p> <p>Use the online CSE Tool from Brook https://www.brook.org.uk/our-work/cse-e-learning-tool</p>
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Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.


The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of possible Sexual Abuse

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

<p>Possible effects of Sexual Abuse</p>	<ul style="list-style-type: none"> • Disturbed behaviour including self-harm, • inappropriate sexual behaviour, • sadness, depression and loss of self-esteem has all been linked to sexual abuse. <p>Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.</p>
	<p>Child's Voice:</p> <p>"I was very young when I was sexually abused by someone known to my family. Looking back, it feels like I lost my childhood. After the abuse, I started isolating myself from my family and friends and had problems sleeping with night terrors. I used to find it difficult to concentrate in school and had problems remembering stuff. To cope I used to self-harm.'</p> <p>Quote from Alice *, a young person who was subjected to sexual abuse as a child. This quote is taken from 'Alice's Story' reported by NSPCC. You can read Alice's Story in its entirety here: Alice's story NSPCC</p>
<p>Remember:</p>	<p>Students at The Meadows may be more vulnerable to Sexual Abuse due to many having intimate care needs. We safeguard our students through a variety of means including:</p> <ul style="list-style-type: none"> • Teaching consent throughout our curriculum to help students understand the importance of bodily autonomy. • Working consistently to our intimate care policy to ensure that students understand what safe and unsafe touch looks like. <p>Ensuring that, where possible, students are supported to learn to be as independent as possible.</p>

Neglect	
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.	
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:	<ul style="list-style-type: none"> • provide adequate food, clothing and shelter (including exclusion from home or abandonment); • protect a child from physical and emotional harm or danger; • ensure adequate supervision (including the use of inadequate care-givers); or • ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
Signs of possible Neglect	<ul style="list-style-type: none"> • Dirty skin, body smells, unwashed, uncombed hair and untreated lice • Clothing that is dirty, too big or small, or inappropriate for weather conditions • Frequently left unsupervised or alone • Frequent diarrhoea • Frequent tiredness • Untreated illnesses, infected cuts or physical complaints which the carer does not respond to • Frequently hungry • Overeating junk food
Possible effects of Neglect	Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual and/or criminal exploitation or modern-day slavery.

The school has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

Staff are trained to advise the DSL when they become aware of a change of living circumstances for any child. Staff should notify the DSL when they become aware of private fostering arrangements. The DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Our Students

Staff should be aware that our students may be even more vulnerable to private fostering arrangements as research suggests that families with children with SEND can struggle to find appropriate childcare and respite. If they do organise a private fostering arrangement, it is likely to be with someone who does not have, for example:

- Suitable experience of caring for a child with their specific needs,
- Knowledge and experience of dispensing medication correctly, and/or
- Training and experience in providing for complex care needs (e.g. oxygen tubes, feeding tubes, suction for example).

It is therefore vital that even if staff are confident that a private foster carer would not intentionally harm the child, private fostering arrangements can cause significant harm to our students. Early reporting is therefore crucial.



Did you know?

According to UK Government Data, there were 1,560 Children reported as being cared for and accommodated in private fostering arrangements in England on 31 March 2015. The regions with the most children reported in these arrangements continue to be London and the Southwest.

You can read more about this data including why the government no longer collects this data here: [Statistics: private fostering - 2010 to 2015 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/private-fostering-2010-to-2015)

Forced Marriage

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic abuse. Young men and women can be at risk in affected ethnic groups. Whistleblowing may come from younger siblings.

Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

Forced marriage is a CRIME. It is a form of violence against women and men, domestic abuse, a serious abuse of human rights, and where a minor is involved, child abuse. ·

While it is important to have an understanding of the motives that drive parents to force their children to marry, these motives should not be accepted as justification for denying them the right to choose a marriage partner and enter freely into marriage. ·

A person's capacity to consent can change. With the right support and knowledge, a person with a learning disability may move from a position of lacking capacity to consent to marriage, to having capacity. However, some children and adults with learning disabilities are given no choice and/or do not have the capacity to give informed consent to marriage and all it entails.


The Forced Marriage Unit

The Forced Marriage Unit (FMU) is a joint Foreign and Commonwealth Office and Home Office unit which was set up in January 2005 to lead on the Government's forced marriage policy, outreach and casework. It operates both inside the UK, where support is provided to any individual, and overseas, where consular assistance is provided to British nationals, including dual nationals.

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.

The FMU undertake an extensive outreach and training programme of around 100 events a year, targeting both professionals and potential victims. The FMU also carry out media campaigns, such as 2015's 'right to choose' campaign, where the FMU commissioned a short film to raise awareness amongst young people at risk of being forced into marriage, as well as potential perpetrators.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

<p>Contact Details</p> 	<p>Telephone: +44 (0) 20 7008 0151 Email: fmufco.gov.uk Email for outreach work: fmuoutreach@fco.gov.uk Facebook: Forced Marriage page Twitter: @FMUnit</p>
<p>Changes as of February 2023</p>	<p>Please note that although the victim may not feel 'forced' into marriage; as of February 2023, engaging in any conduct that could cause a child to marry before they turn eighteen is now a criminal offence, regardless of the absence of violence, threats, or coercion.</p> <p>The law covers both official marriages and non-binding, unofficial 'marriages' in line with the existing forced marriage legislation.</p> <p>All staff must therefore remain vigilant in regard to children getting married under the age of 18.</p>
<p>Signs and indicators include (but are not limited to):</p>	<ul style="list-style-type: none"> • A child getting engaged, wearing what appears to be an engagement ring or possessing other engagement gifts or jewellery. • Discontinuation of education: A child abruptly stops attending the school or shows a sudden disinterest in education, which may indicate that they are preparing for marriage. • Isolation: A child withdrawing from social activities, friends, and family or becoming more isolated from their usual social circles • Early pregnancy: If a child is pregnant or has given birth at a young age, it may be an indicator of child marriage. • Reluctance to discuss marriage: A child may become evasive or uncomfortable discussing their marital status.

Remember that all children can be at risk of forced marriage or underage marriage. Some children such as those who are LGBTQ+ or have SEND can be more vulnerable. It is vital however to avoid viewing this as an issue that only affects children from particular ethnic, religious and cultural backgrounds.



Child's Voice:

"I was supposed to be in school at the time I got married," Gloria, 17, told Camfed. "I was 12 years old when I got married to a 35-year-old man. They said that the man would take care of me, my siblings, and my mother, due to the poverty levels."

"I cried because I was too young to get married," she continued. "I didn't want to, I didn't understand the meaning of marriage, I was filled with fear."

This quote is an excerpt taken from the article 'Gloria, twice widowed by 17, was left alone to give birth.'

November 2017. You can read the full article here: [In Her Own Words: 3 Powerful Stories From Former Child Brides \(globalcitizen.org\)](https://www.globalcitizen.org/en/content/in-her-own-words-3-powerful-stories-from-former-child-brides/)

Female Genital Mutilation (FGM)

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

Types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris
Type 2 Excision – partial/total removal of clitoris and labia minora
Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.
Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

When should a referral be considered?

Mandatory reporting 2015

Under 18 & FGM is 'Known'
Seen
Disclosed
Report to POLICE

Suspected or At Risk?

Follow your usual Safeguarding procedure.

Please note:


Any staff member who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate.

They will be supported by the DSL to fulfil their duty to report FGM cases to the police and social care.

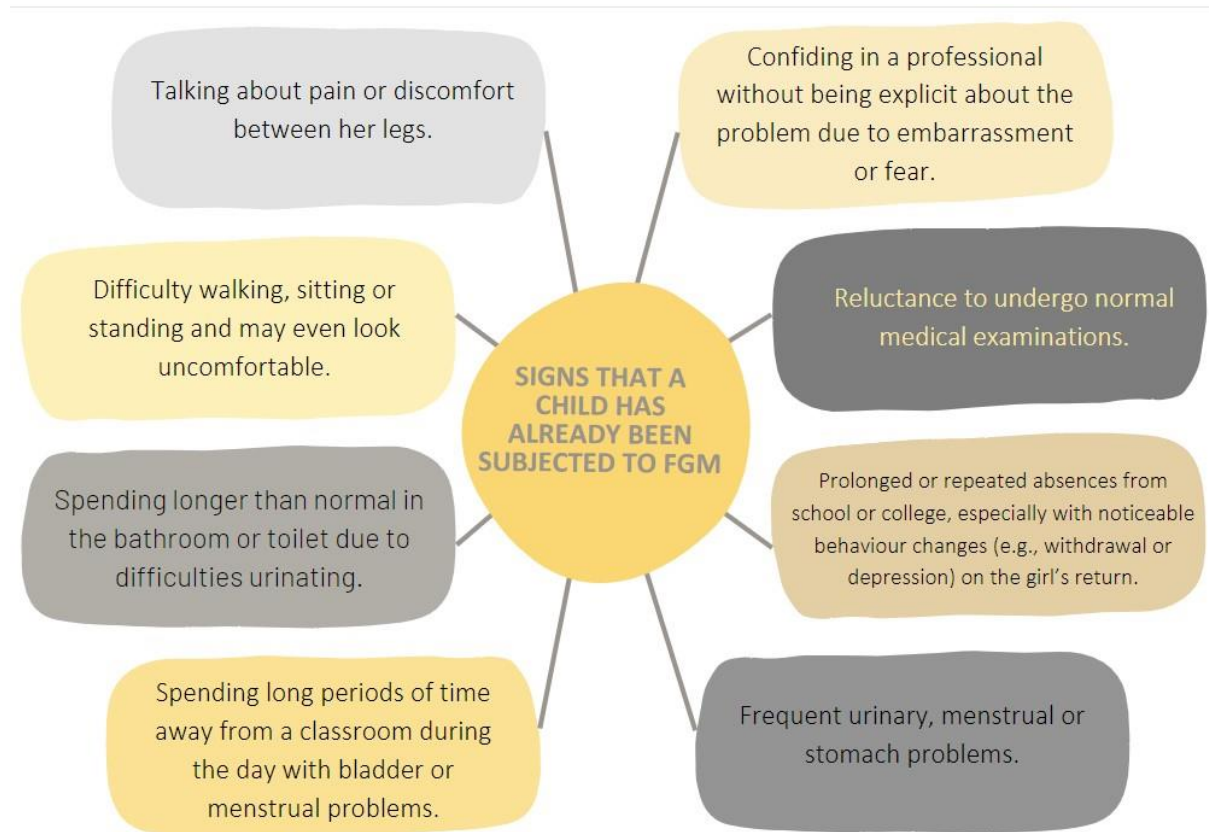
Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil must speak to the DSL and follow local safeguarding procedures. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out.

Staff should not examine pupils.

	<p>Any member of staff who suspects a pupil is <i>at risk</i> of FGM or suspects that FGM has been carried out: or discovers that a pupil aged 18 or over appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.</p>
<p>Worried about FGM?</p> 	<p>Call the FGM helpline if you're worried a child is at risk of, or has had, FGM. It's free, anonymous and we're here 24/7.</p> <p>0800 028 3550 or email fgmhelp@nspcc.org.uk</p>
<p>Useful Sources of Information:</p>	<p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-MandatoryReporting-procedural-info-FINAL.pdf</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416323/Fact sheet - FGM -</p>
<p>Why is it carried out? There is a belief that FGM:</p>	<ul style="list-style-type: none"> • Brings status/respect to the girl – social acceptance for marriage. • Preserves a girl's virginity. • Part of being a woman / rite of passage • Upholds family honour. • Cleanses and purifies the girl. • Gives a sense of belonging to the community. • Fulfils a religious requirement. • Perpetuates a custom/tradition. • Helps girls be clean / hygienic. • Is cosmetically desirable. • Mistakenly believed to make childbirth easier.

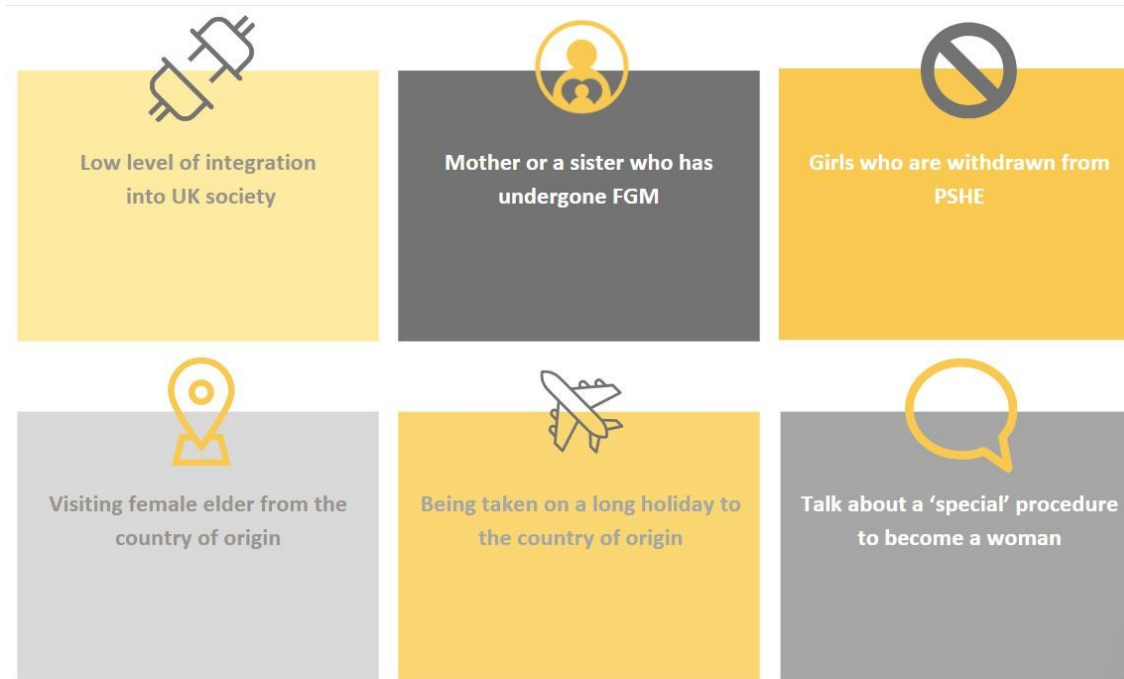
Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.



<p>Circumstances and occurrences that may point to FGM happening.</p>	<ul style="list-style-type: none"> • Child talking about getting ready for a special ceremony. • Family taking a long trip abroad. Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan) • Knowledge that the child's sibling has undergone FGM. • Child talks about going abroad to be 'cut' or to prepare for marriage
<p>Intimate Care</p>	<p>At our school, we provide a high level of personal and intimate care and therefore, our staff are more likely than most to witness that a child has been subjected to FGM. If there are physical/visible signs that FGM may have taken place, staff members should alert the police immediately – with support from the DSL.</p>
<p>The 'One Chance' rule</p>	<p>As with Forced Marriage there is the 'One Chance' rule. It is essential that settings take action without delay.</p> <p>So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, this includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.</p> <p>Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.</p>

Risk Factors for FGM:



Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships. This is often referred to as Teenage Relationship Abuse.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. It is in itself, a form of abuse.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

Definition

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



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

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



People are 'personally connected' when they are or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.





The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

<p>Operation Encompass</p>	<p>Operation Encompass is a police and Education early intervention safeguarding partnership that supports children and young people exposed to Domestic Abuse. It aims to ensure Schools are notified in a timely manner of any Domestic Abuse incident where child/ren are present or registered at the address. This early notification should mean that, in the majority of cases, schools are alerted in readiness for the children arriving at school the first working day following an incident.</p>
	<p>The notification will come through to school via 'Move It'. School must check incoming 'Move It' every morning. The 'Move It' notification for Operation Encompass is confidential information and should be accessed in accordance with Operation Encompass key adult requirements.</p> <p>The Operation Encompass Key Adult is Theodora Papaspyrou (Deputy Head Teacher and DSL).</p> <p>It is schools' responsibility to make sure 'Move It' is checked at the start of each school day. Notifications can be set to notify you of when a 'Move It' communication has been received but can only be registered to one email address. The relevant personnel should be informed there has been a notification so they can monitor, and support children as required. The notification should be downloaded and put on the child's safeguarding file and stored in accordance with schools' Data Protection policy.</p>
	<p>The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.</p>
	<p>Voice of the Child:</p> <p>"I am worried about my stepchildren. They confided in my children that on a recent contact visit they witnessed their mum's partner attacking her violently. They are now scared of their mum's partner and don't want to go back there." Stepmother</p> <p>This quote is taken from the NSPCC report 'The impact of domestic abuse on children and young people from the voices of parents and carers', December 2021. You can read the report in full, here: Helplines briefing: The impact of domestic abuse on children and young people from the voices of parents and carers (nspcc.org.uk)</p>

Appendix B: Aide-memoire for Professionals to support efficient and appropriate telephone referrals of children who may be suffering, or are likely to suffer, significant harm

<p style="text-align: center;">Situation</p> 	<ul style="list-style-type: none"> • 'I am (give your name / designation / base). I am calling about (child's name(s) / date of birth / address, or mother's details if an unborn child). • I am calling because I believe this child is at risk of harm. • The parents are/aren't aware of the referral.'
<ul style="list-style-type: none"> • 'I have assessed the child and the specific concerns are (provide specific factual evidence, ensuring the points in Section A are covered).' • Or: 'I fear for the child's safety because (provide specific facts – what you have seen, heard and/or been told).' • 'An Early Help Assessment has/hasn't been completed / followed prior to this referral.' • 'The child is now (describe current condition and whereabouts).' • 'I have not been able to assess the child, but I am concerned because ...' • 'I have (actions taken to make the child safe).' 	 <p style="text-align: center;">Assessment and Actions</p>

<p style="text-align: center;">Family Factors</p> 	<p>'Specific family factors making this child at risk of significant harm are (based on the Assessment of Need Framework i.e., parenting capacity, family/environment, child's developmental needs)'</p>
<p>'In line with "Safeguarding Children and Safer Recruitment in Education 2007", "Working Together to Safeguard Children 2018" and Section 17 and / or Section 47 of the Children Act I recommend that a specialist social care assessment is undertaken (urgently?)'</p>	<p style="text-align: center;">Expected Response</p> 
<p style="text-align: center;">Other recommendations</p> 	<p>Ask: 'Do you need me to do anything now?'</p>
<ul style="list-style-type: none"> • 'I will follow up with a written referral MARF and would appreciate it if you would get back to me as soon as you have decided your course of action.' • Exchange names and contact details with the person taking the referral. • Now complete the MARF ensuring that it is sent within 24 hours and record details and time and outcomes of telephone referral.' 	<p style="text-align: center;">Referral and Recording</p> 

Appendix C: Child protection and the use of shared sports facilities:

To be read in conjunction with the 'Safer in Sports Leaflet' – DfES

Guidance includes:

Staff must ensure the changing room is not being used by adults at the time children are to use them. This also applies to the use of toilet facilities.

Adults should not change or shower at the same time as the young people using the same facility. Young people should be supervised at all times in the changing rooms by a member of staff or volunteer of the same sex.

If any young person is uncomfortable changing or showering in public, no pressure should be placed on them to do so. In this instance, encourage them to change or shower at home. If the activity is mixed gender, separate changing facilities should be made available.

Parents should be informed on an annual basis that facilities are offsite and the site is open to the public. The offsite facility must have their own Child Protection Policy and have a designated welfare officer to deal with any issues.

This policy brings together two really important themes for our young people; being fit and active and keeping safe. All of us who are involved in the many agencies that support our children recognise the enjoyment and health benefits that sport can play in their lives.

Sport has a lot to offer our children. Sports organisations reach a broad audience of young people. Sport can and does have a very powerful and positive influence on young people. It can provide valuable opportunities for success, enjoyment, achievement, personal and social development and development of positive life skills. It can help develop their self-esteem, leadership and teamwork skills. It contributes to a healthy lifestyle by encouraging young people's physical, mental and emotional well-being.

All guidance within this section of the policy should

To ensure the safety and wellbeing of young people using sports facilities within a shared environment (for example, for swimming lessons or sports competitions), a member of staff must always be present whilst using the facility.

APPENDIX D: The role of the Headteacher

The role of the Headteacher in regard to safeguarding includes (but is not limited to):

- Put in place procedures for handling cases of suspected abuse (including allegations against staff and volunteers) which are consistent with those agreed by the governing body and the Local Safeguarding Children's Partnership
- Be responsible for following local procedures for allegations against persons in a position of trust and attend all relevant meetings when required.
- Liaise with the nominated Governor on child protection issues and the school policy.
- Appoint a designated safeguarding lead for child protection to co-ordinate action within the school and liaise with other agencies, as appropriate, on suspected cases of safeguarding and child protection.
- Ensure that the designated safeguarding lead for child protection receives appropriate training and support.
- Understand the role of the designated safeguarding lead for child protection.
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions.

- Make parents aware of the school Safeguarding and Child Protection Policy.
- Work with appropriate local partners to create a safe environment for children at the school.
- Make certain that when school premises are used by members of the public; care is taken to ensure that children are not placed at risk. Where activities take place during the school day, the school and its Governing Body need to ensure that effective arrangements are in place.
- Ensure when services or activities are provided directly by school staff the school arrangements for child protection will apply.
- Ensure when services or activities are provided separately by a third-party using school premises, the school and its governing body or proprietor seeks assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed).
- In the cases as described above, ensure that there are arrangements in place to liaise with the school or college on safeguarding concerns and arrangements where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the roll of the school. The governing body or proprietor will also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and will communicate that failure to comply with this would lead to termination of the agreement.

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

The Designated Safeguarding Lead:

The designated safeguarding lead for child protection should be a senior member of the school leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the local authority (LA), and working with other agencies.

The designated safeguarding lead need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the post including committing resources to child protection matters, and where appropriate directing other staff.

Broad areas of responsibility proposed for the DSL for Child Protection:

Referrals:	<ul style="list-style-type: none"> • Support vulnerable children / families or refer cases of suspected abuse to the relevant service or investigating agency. • act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies. • liaise with the Headteacher to inform them of any issues and ongoing investigations and ensure there is always cover for this role. • liaise with the Headteacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. (Further information can be found in the Statutory guidance - PACE Code C 2019)
Training	<ul style="list-style-type: none"> • to recognise how to identify signs of abuse and when it is appropriate to make a referral. • have a working knowledge of how the Quality Assurance Unit operates, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so. • 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. • ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise including trainee teachers and supply teachers. • be able to keep detailed accurate secure written records of referrals/concerns. • obtain access to resources and attend any relevant or refresher training courses at least every two years.
Raising Awareness	<ul style="list-style-type: none"> • ensure the school's Child Protection Policy is updated and reviewed annually and work with The Governing Body regarding this. ensure parents/carers see copies of the Child Protection Policy to • ensure they are aware of the fact that referrals may be made and the role of the school therein.

- where children leave the establishment, ensure their child protection file is copied for the new establishment as soon as possible but transferred separately from main student file. If a child leaves and the new school is not known, the appropriate process is used so that these children can be included on the database for lost students.

Although the designated safeguarding lead for child protection is responsible for following safeguarding and child protection procedures, it is not their responsibility or that of other school staff to investigate suspected abuse. No further action should be taken than those defined in the school Child Protection Policy, inappropriate action may compromise further action.

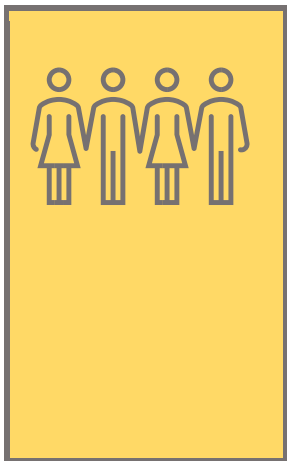
The role of The Governing Body is to:

- have a signed Safeguarding and Child Protection Policy and procedures in place that are in accordance with procedures issued by the Children's Safeguarding Partnership procedures as well as relevant legislation and ensure the policy is made available to parents on request.
- operate safe recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including Enhanced DBS checks as defined in the guidance issued by the Independent Safeguarding Authority (ISA)
- have procedures for dealing with allegations of abuse against members of staff and volunteers that comply with local guidance.
- have a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA, and working with other agencies and ensure that they undertake training relevant to their role at least every 2 years.
- ensure the Headteacher, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training annually, and that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities;
- remedy any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.

- ensure that a member of The Governing Body is nominated to be responsible for liaising with the LA and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Headteacher.
- review its policies and procedures annually and provides information to the LA about them and about how safeguarding and child protection duties have been discharged.
- recognise the contribution the school can make to helping children keep safe through the PSHE curriculum.
- ensure that there are safe and effective recruitment policies and disciplinary procedures in place which adhere to current legislation.
- appoint an individual member of The Governing Body to champion child protection issues within the school, liaise with the Headteacher/ DSL about them, and provide information and reports to the Standards and Performance Committee. It is not appropriate for that person to take the lead in dealing with allegations of abuse made against the Headteacher, that is more properly the role of the Chair of Governors or, in the absence of a chair, the vice/deputy chair.
- Make certain that when school premises are used by members of the public; care is taken to ensure that children are not placed at risk. Where activities take place during the school day, the school and its Governing Body need to ensure that effective arrangements are in place.
- Ensure when services or activities are provided directly by school staff the school's arrangements for child protection will apply.
- Ensure when services or activities are provided separately by a third party, The Governing Body should seek assurance that the body concerned has appropriate policies and procedures in place and that written agreements make clear the lines of accountability. Consideration should be given, when approving a letting, as to the backgrounds of the individuals making use of the premises. A risk assessment should be conducted prior to any letting taking place; the ultimate responsibility for approving lettings rests with The Governing Body of the school.
- Whether The Governing Body acts collectively or an individual member takes the child protection lead, it is imperative that all governors undertake child protection training to understand the processes that the school should follow.

APPENDIX E: Looked After Children

<p>Why are Looked After Children a priority?</p>	<p>NB. Information is taken from www.nspcc.org.uk</p> <p>There are around 90,000 children in care at any one time in the UK (see statistics). The majority enter care because of abuse, neglect and exploitation and 45% have a diagnosable mental health condition (Meltzer et al, 2003). For these children care is a vital part of our child protection and family support system.</p> <p>Thanks to dedicated carers and other professionals there have been significant improvements to the care system in recent years and the government has made improving care a priority. But care still fails some of our most vulnerable children, with too many going on to have poor experiences in care or after they leave.</p>
	<p>Generally, children in care continue to have poorer outcomes than the wider population – particularly in relation to educational achievement, homelessness, and mental health. It is difficult to determine the extent to which these outcomes were caused by the child's experiences prior to coming into care, rather than their experiences once in care. However, we do know that further support is needed to help these children and young people overcome the effects of the abuse and neglect they have suffered.</p> <p>It is wrong to assume all children in care are kept safe. A minority are at continued risk of abuse or neglect, including from their carers, other young people and those in the wider community who target them.</p> <p>Children in care who call ChildLine tell us that they continue to feel vulnerable and isolated, leaving them at risk of harm. For some, care does too little to compensate for the harm they have already suffered and for others the care experience compounds that harm (see Looked after children talking to ChildLine, 2011).</p> <p>Better support is needed to help these young people overcome the effects of the abuse and neglect they have suffered and to enable them to realise their potential. Care must provide effective therapeutic support for children and young people and protect them from current and future harm.</p>

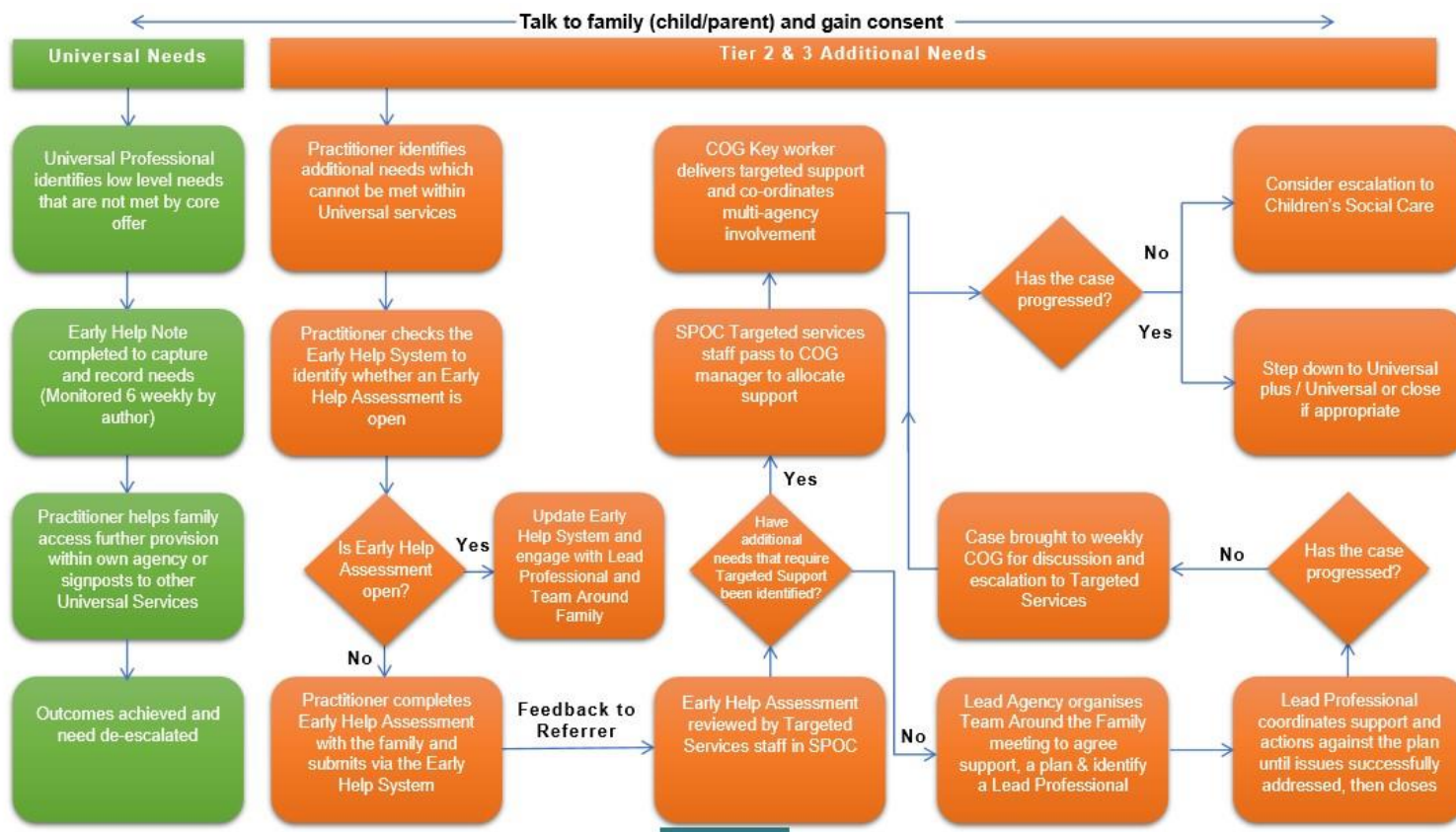


Child's Voice:

'I lost both my parents at the age of 13 and found myself in foster care. The local authority had, and still have, a shortage of people willing to foster, and I found myself moving away from the city where I grew up. This meant I lost my community, my school and also the friends I had known since nursery. Education was a particularly difficult issue as I enrolled in a school where everyone already knew one another. This combined with my inclination to withdraw emotionally on account of my early experiences meant that it was difficult to make new friends.'

This quote is taken from an article by The Guardian Newspaper (Feb. 2016) entitled 'Our lives in foster care: what is feel like to be given a new family'. You can read the article in full here: [Our lives in foster care: what it feels like to be given a new family | Sarah Marsh | The Guardian](#)

APPENDIX F: Process Map



APPENDIX G: Safeguarding Guidance

Prevent (Separate Policy Available)

Radicalisation

refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Prevent Radicalisation (definitions):	Extremism	<p><i>'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; and/or calls for the death of members of our armed forces, whether in this country or overseas'.</i></p> <p>Please note. The definition of Extremism changed in March 2024 (New definition of extremism (2024) - GOV.UK (www.gov.uk)) to the following:</p> <p>'The promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:</p> <ol style="list-style-type: none"> 1. negate or destroy the fundamental rights and freedoms of others; or 2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or <p>intentionally create a permissive environment for others to achieve the results in (1) or (2).</p> <p>The DfE is not currently asking schools to adopt this definition or apply the principles. It will review existing guidance in due course. In light of this, the DSL has liaised with the Sandwell Education Prevent Officer to query which definition would be best to adopt.</p>
	Terrorism	<ul style="list-style-type: none"> • is an action that: <ul style="list-style-type: none"> ○ Endangers or causes serious violence to a person/people. ○ Causes serious damage to property; or ○ Seriously interferes or disrupts an electronic system. <p>The use or threat of terrorism 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.</p>

Schools have a duty to prevent children from being drawn into terrorism:

- The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children susceptible to radicalisation.
- We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.
- We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.
- There is no single way of identifying an individual who is susceptible to radicalisation. Radicalisation can occur quickly or over a long period. Staff will therefore be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution (including extreme misogyny and 'Incel' ideologies)
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy.
- Converting to a new religion
- Isolating themselves from family and friends
- Talking (or communicating) as if from a scripted speech
- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others
- Increased levels of anger (NB. This can include desire to take revenge on others for perceived disrespect including having declined an offer of friendship or an offer of a romantic/sexual relationship)
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are susceptible to radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.


Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including the School's PREVENT policy.


In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of a school's and childcare providers' wider safeguarding duties and is similar in nature to protecting children from other harms (e.g., drugs, gangs, neglect, sexual exploitation) whether these come from within their family or are the product of outside influences.

Physical and Behavioural Observations:

- Concerning things the young person may say.
- Having strong values and beliefs
- Often going beyond the norms of society, but this is subjective as what is the norm in one society or community may not be the norm for another.
- It can be a strong view with no room for manoeuvre, fostering hatred, causing inter-community conflict.
- Engaging in physical violence against conflicting values
- Presenting threatening behaviour causing bodily and mental harm
- Essentially a move to action

<p>Action to be considered:</p>	<p>As explained above, if a member of staff in a school has a concern about a particular young person they should follow the school's normal safeguarding procedures, including discussing with the school's Designated Safeguarding Lead for Child Protection, and where deemed necessary, with Children's Social Care.</p> <p>In Prevent priority areas, the local authority will have a Prevent lead who can also provide support. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.</p>
<p>Contact:</p> 	<p>The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk</p> <p>Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.</p>

 **REMEMBER: IF YOU HOLD THE INFORMATION, YOU HOLD THE RISK!** 

	<p>Child's Voice:</p> <p>“They told me how there was no crime and no discrimination in the Islamic State. They spoke about relations between men and women, and said that I would find a good husband, even if I would be one of several of his wives. They spoke about fighting the unbelievers and the heretics, but never mentioned any violence or executions or anything like that,” Maysa, age 18.</p> <p>This quote is taken from an article by The Guardian Newspaper (Nov. 2015) entitled ‘The story of radicalisation: “I was not thinking my thoughts. I was not myself.” You can read the article in full here: The story of a radicalisation: ‘I was not thinking my thoughts. I was not myself’ Islamic State The Guardian</p>
<p>Support with Referrals:</p>	<p>Thresholds Document</p> <p>Sandwell http://www.sandwellscb.org.uk/site/pdfs/multi_agency_threshold_20140805.pdf Dudley https://safeguarding.dudley.gov.uk/media/12972/dudley-threshold-and-guidance-framework-june2019.pdf</p> <p>Birmingham http://www.lscpbirmingham.org.uk/delivering-effective-support</p> <p>The Prevent Duty Guidance August 2015 https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty</p> <p>Counterterrorism and Security Bill Factsheet – Part 5 Chapter 1 – ‘Prevent’ DutyCTSBill@homeoffice.x.gsi.gov.uk</p> <p>MARF Referral forms should be sent and copy in the Prevent Team and clearly marked Prevent.</p>

<p>Single Point of Contact (SPOC) for Prevent (Radicalisation and Extremism). The SPOC within the school is:</p>	<p>Theodora Papaspyrou (Deputy Head Teacher)</p>
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<p>Serious Violence</p>	
<p>Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:</p>	<ul style="list-style-type: none"> • Increased absence from school • Change in friendships or relationships with older individuals or groups • Significant decline in performance • Signs of self-harm or a significant change in wellbeing • Signs of assault or unexplained injuries • Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))
<p>Risk factors which increase the likelihood of involvement in serious violence include:</p>	<ul style="list-style-type: none"> • Being male • Having been frequently absent or permanently excluded from school • Having experienced child maltreatment • Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

Appendix H: Child-on-Child Abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school and online.

Child-on-child abuse is most likely to include, but may not be limited to:

Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)

Abuse in intimate personal relationships between children and young people

Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

Consensual and non-consensual sharing of nudes and semi nudes' images and/or videos (also known as sexting or youth produced sexual imagery)

Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

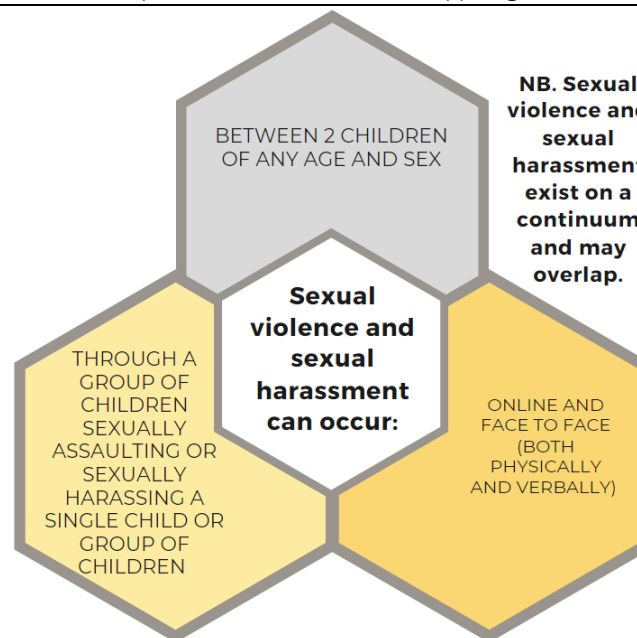
Where children abuse other children online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images (including pseudo-images and those created using AI and deepfake technology), especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

Staff Responsibilities

If staff have any concerns about Child-on-Child abuse, or a child makes a report to them, they will follow the procedures set out in earlier in this policy, as appropriate.

The school holds a Zero Tolerance approach to any forms of child-on-child abuse including Sexism, Homophobia, Misogyny, Racism, Sexual Violence and Sexual Harassment amongst many other forms listed above. This zero-tolerance approach is promoted consistently within school and taught to all students through a planned programme of age-appropriate PSHE and Relationships Education which details specific issues such as consent, boundaries, body confidence, stereotyping and harassment.

Sexual Violence and Harassment between children in schools, colleges and academies.



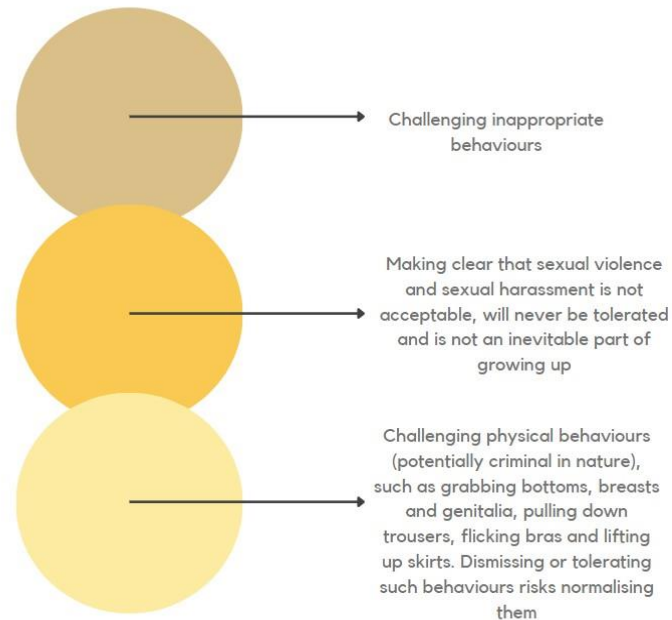
Responding to a victim:

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBTQ+) children are at greater risk. In line with KCSIE 2024, the school will provide a safe space for children who are part of the LGBTQ+ community to speak out and share any concerns they have with staff.

STAFF SHOULD BE AWARE OF THE IMPORTANCE OF:



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 other children and young people in this way.

When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described here:

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.

<p>Definitions</p>	<p>There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.</p> <ul style="list-style-type: none"> • If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if: • There is a large difference in power (for example age, size, ability, development) between the young people concerned; or • The perpetrator has repeatedly tried to harm one or more other children; or • There are concerns about the intention of the alleged perpetrator.
	<ul style="list-style-type: none"> • If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

<p>Upskirting and Downblousing</p>	
<p>'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.</p>	<p>'Downblousing' refers to the using of a mobile camera or camera to take photos down one's blouse, shirt, or dress. This is usually done without the persons knowledge or consent.</p>
<p>If a staff member becomes aware that a child has been subjected to upskirting or downblousing, this should be reported to the DSL.</p>	

How to handle cases of sexual violence

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

Considering the perpetrator:

Please see above in the main policy for our approach towards 'perpetrators'.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

**Risk assessing
and taking
action:**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

The risk and needs assessment for a report of sexual violence will consider:

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s) intra familial harms and any necessary support for siblings (both of victim/s and alleged perpetrator/s) following incidents
- all the other children, (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms, and
- The time and location of the incident, and any action required to make the location safer.

Risk assessments will be recorded (paper or electronic) and will be kept under regular review. At all times, the school will be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them.

The DSL (or a deputy) will ensure they are engaging with local authority children's social care and specialist services as required, working to local authority thresholds and involving them at the earliest possible opportunity (in regard to sexual violence). Children's Social Care will arrange Strategy Discussion through the MASH which will include the referring agency and the police.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school risk assessment mentioned above is not intended to replace the detailed assessments of expert professionals. Any such professional

	<p>assessments would therefore be used to inform the school approach to supporting and protecting our pupils and students and updating our own risk assessment.</p> <p>Please note: It is not the role of school to provide legal advice or support to victims, alleged perpetrators or parents in respect of a criminal justice process. Rather, we take our own position and responsibilities seriously and act accordingly.</p> <p>In regard to the Strategy Discussion, this will include the police and the referrer, in this case likely to be the DSL or DDSL. In order to give priority to them, issues relating to the safety of victims and potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator. This will usually require separate meetings.</p>
<p>The strategy discussion will consider:</p>	<ul style="list-style-type: none"> • Whether the alleged perpetrator seems to pose a continuing risk to any child. • How to protect any child who appears to be at immediate risk of significant harm. • Whether section 47 enquiries should be initiated (or continued if they have already begun) and how they should be handled; and • What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting. • It is important to co-ordinate action to address these issues: no agency should initiate action that has implications for another agency without appropriate consultation unless this is unavoidable in order to protect the safety of a child. <p>The strategy discussion will consider what action is necessary to ensure the immediate safety of the identified victim(s) and what further enquiries are necessary to assess any further risk. A Child Protection Conference must be arranged unless the child does not appear to be at continuing risk of significant harm.</p> <p>Where a young person has abused a sibling, planning must include consideration of the support needs of the parents. If victim and perpetrator are members of the same family/household, before making any arrangement to return the perpetrator to the family/household it is critical to ensure that the victim's views have been heard and that they feel safe.</p>

A Child Protection Conference may conclude that the victim is not in need of a child protection plan but may be a child in need of support to address her/his needs arising from the abuse - for example referral to The Children's Society (formerly My Shield) Counselling Service, Beam, Krunch, Kooth, CAMHS or another victim support agency.

It is not always appropriate to initiate Section 47 Enquiries in respect of the alleged perpetrator unless there is information suggesting that they are at continuing risk of significant harm. However young people who abuse others frequently have considerable needs themselves, so an assessment of the alleged perpetrator's needs should be carried out.

Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. If the alleged perpetrator is over the age of 10, consideration should also be given to whether action under the criminal justice system would be appropriate.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately.
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children.
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes.
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children.
- There should be a coordinated approach by child welfare, youth offending, education and health agencies. No agency should start a course of action that has implications for any other agency without appropriate consultation.

Confidentiality and Anonymity

In regard to reports of any form of abuse, neglect or exploitation, staff are trained to never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

In regard to cases of sexual violence and harassment, the school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

In some cases, the victim may ask the school not to tell anyone about the sexual violence or sexual harassment. Keeping Children Safe in Education 2023 outlines that there 'are no easy or definitive answers when a victim makes this request'. However, if the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

In regard to within school, staff are trained to understand that maintaining the anonymity of the children involved is paramount. This is due to the high risk of the case being discussed on social media and/or this leading to bullying and further harassment.

For more information on how to deal with these cases, please consult Keeping Children Safe in Education 2023

Appendix I: Allegations made against staff.

<p>What happens?</p>	<p>When a safeguarding concern or allegation is made about a member of staff, (including supply staff, contractors or volunteers), or relates to an incident that happened when an individual or organisation was using our premises for the purposes of running activities for children, our set procedures must be followed. The full procedures for dealing with allegations against staff and managing low level concerns raised about staff can be found in Part 4 of Keeping Children Safe in Education 2023 and in the school's safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers' policy and procedures.</p> <p>Safeguarding concerns or allegations made about staff who no longer work at the school, or historical allegations will be reported to the police.</p>
<p>This section applies to all cases in which it is alleged that a current member of staff, including a supply teacher, volunteer or contractor, has:</p>	<ul style="list-style-type: none"> • Behaved in a way that has harmed a child, or may have harmed a child, and/or • Possibly committed a criminal offence against or related to a child, and/or • Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or • Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school
<p>We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.</p> <p>A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.</p> <p>Our procedures for dealing with allegations will be applied with common sense and judgement, using KCSiE 2023 to inform our decisions, and our local guidelines around referrals to the Local Authority Designated Officer (LADO).</p>	

Low-Level Concerns

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Our policy regarding low-level concerns is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education 2023.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO

Examples include (but are not limited to):

- being over friendly with children having favourites
- taking photographs of children on their mobile phone, contrary to school policy

- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

<p>Concerns may arise through, for example:</p>	<ul style="list-style-type: none"> • Suspicion • Complaint • Disclosure made by a child, parent or other adult within or outside the school. • Pre-employment vetting checks
<p>We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.</p> <p>We will create this culture by:</p>	<ul style="list-style-type: none"> • Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others. • Empowering staff to share any low-level concerns as per section 7.7 of this policy. • Empowering staff to self-refer. • Addressing unprofessional behaviour and supporting the individual to correct it at an early stage. • Providing a responsive, sensitive and proportionate handling of such concerns when they are raised. • Helping to identify any weakness in the school's safeguarding system
<p>Reporting a low-level concern</p>	<ul style="list-style-type: none"> • Concerns about a staff member (including volunteers, contractors etc) should be reported directly to the Headteacher. • Concerns about the Headteacher or Headteacher should be reported to the Chair of Governors.

<p>Responding to low-level concerns</p>	<p>If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:</p> <ul style="list-style-type: none"> • Directly to the person who raised the concern, unless it has been raised anonymously. • To the individual involved and any witnesses <p>The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Staff code of conduct policy.</p>
<p>Record keeping</p>	<p>All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.</p> <p>Records will be:</p> <ul style="list-style-type: none"> • Kept confidential, held securely and comply with the DPA 2018 and UK GDPR • Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority. • Retained at least until the individual leaves employment at the school. <p>Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.</p>

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

Appendix J: Safeguarding LGBT+ students

When we use the term LGBT+, we are referring to Lesbian, Gay, Bisexual, Transgender children and young people. The '+' encompasses a range of identities including (but not limited to) Queer, Questioning, Intersex, Asexual and Pansexual.

For the purposes of this policy, we are referring to all students who identify as LGBT+ and including those thought or assumed to be LGBT+ by others (both adults other children and young people).

Whilst all our staff are trained to understand that identifying as LGBT+ is not a safeguarding concern in and of itself; they are also trained to understand that LGBT+ children and young people can be at increased risk of various forms of abuse, neglect and exploitation.

Examples include (but are not limited to):

- Being more likely to experience online bullying
- An increased risk of forced marriage if family and/or community members are not accepting of their LGBT+ identity
- An increased risk of sexual violence and harassment
- An increased risk of suicide and self-harm, particularly amongst Transgender young people.

The school holds a Zero Tolerance approach to any forms of child-on-child abuse including Sexism, Homophobia, Misogyny, Sexual Violence and Sexual Harassment. This zero-tolerance approach is promoted consistently within school and taught to all students through a planned programme of age-appropriate PSHE and Relationships Education which details specific issues such as consent, boundaries, body confidence, stereotyping and harassment.

Please note that when referring to homophobia, we also hold a zero-tolerance approach towards any form of Biphobia, Transphobia or any form of bullying or harassment towards someone based upon their LGBT+ identity. This includes children and young people who are gender-questioning or identify as 'non-binary'. This is designed to uphold each student's Human Rights and Protected Characteristics.

In line with guidance outlined in Keeping Children Safe in Education 2023, the school offers a safe space for all LGBT+ students (including those assumed to be or treated as so by others). Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. Our staff are therefore trained to provide a safe space for them to speak out or share their concerns with whichever member of staff with whom they feel comfortable to do so.

Unless doing so would place a child at risk of significant harm, we would endeavour to liaise with the parents and carers of a child who is questioning their gender, to ensure we can work together in the child's best interests.



Did you know?

LGBT+ young people are twice as likely to contemplate suicide than non-LGBT+ young people, and Black LGBT+ young people are three times more likely.

This statistic is taken from the 2021 report by Just Like Us entitled Growing Up LGBT: The impact of school, home and coronavirus on LGBT+ young people.

You can read the full report here: [Just-Like-Us-2021-report-Growing-Up-LGBT.pdf \(justlikeus.org\)](https://www.justlikeus.org/2021-report-growing-up-lgbt/)

Appendix K: Contextual Safeguarding

The school is aware that children and young people can face many harms within the family home or within the family unit. This tends to be referred to as 'Intrafamilial harms' and is traditionally how safeguarding was viewed.


However, this does not take into account the various and increasing harms facing children outside of the family home/unit. These can be referred to as 'Contextual Safeguarding Risks', part of which are 'extra-familial harms'.

It is recognised that as children become older, they are more likely to be affected by the behaviour and attitudes of their peers, rather than their family members. The term 'extra-familial harm' refers to all harm facing children outside of the family home or unit. This can include risks facing them within their own intimate relationships or with their peers.

In terms of primary settings, these contextual safeguarding risks may be also to do with the risks facing older siblings and family members. These risks may then impact upon the younger, primary-age child. Therefore, at our school, the DSL works closely with other local organisations including the police, school health nurses, community leaders and other schools to share safeguarding information that will help to safeguard children and young people. Additional information is available on the Contextual Safeguarding Network website: www.contextualsafeguarding.org.uk

According to the NSPCC:

'Contextual safeguarding, which has been developed by Dr Carlene Firmin at the University of Bedfordshire's Contextual Safeguarding Network, recognises that as young people grow and develop, they are influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Contextual safeguarding looks at how we can best understand these risks, engage with children and young people and help to keep them safe. It's an approach that's often been used to apply to adolescents, though the lessons can equally be applied to younger children, especially in today's changing world.'

<p>All staff at our school are trained to understand both what a Contextual Safeguarding approach is, as well as to recognise some of the specific contextual safeguarding risks facing our students.</p> <p>These might include:</p>	<ul style="list-style-type: none"> · Crime within the local area · Criminal gang affiliation · Online grooming · Online gambling · Knife crime · Child-on-child abuse within the school
	<p>Child's Voice:</p> <p>"I wanted to be protected by them. Let me go to the scariest, most dangerous people and fit in with them basically. Nobody, nothing could hurt me when I'm in this group of people."</p> <p>Danielle* aged 15</p> <p>This quote was taken from the 2019 BBC News article: 'County lines: Girls under the radar in drug gangs'. You can read the article in its entirety here: County lines: Girls under the radar in drug gangs - BBC News</p>

Appendix L: Alternative Provision (AP) and Managed Moves and Transfers (MM)

For a wide range of reasons including SEND or health needs, it may be in a student's best interests to be educated either full or part-time within an alternative provision placement. Additionally, some students may benefit from a managed move or transfer to another school.

It is vital that all staff understand that students who are being educated within Alternative Provision (AP) or who are on managed move or managed transfer to another education setting; remain on the school roll and thus, remain the responsibility of The Meadows.

A child or young person must never be considered 'out of sight, out of mind' and the school therefore puts in place stringent measures to ensure the safety and wellbeing of all students.

Measures to prioritise the safety and wellbeing of students in AP and taking part in a MM include:

- A Service Level Agreement with AP providers and partner schools that prioritises safeguarding and ensures swift communication if any concerns arise.
- The school only works with AP providers whom we are satisfied can fully meet the student's needs. This includes being provided with confirmation that all AP staff have had extensive safeguarding training and thus, are trained to spot any signs and indicators of abuse, neglect and/or exploitation.
- The school continues to put in place additional support for students with SEND or another needs to ensure they are provided with the best chances for success.
- The DSL at the AP or MM is expected to liaise immediately with the school's DSL regarding any behaviour and safeguarding concerns (including attendance concerns or changes).
- In order that the child's needs can be provided for in the setting they are attending, relevant historic safeguarding information and context may be shared on a 'need to know' basis with the DSL at the AP or partner school.
- The AP providers are expected to not delay when they have a safeguarding concern and thus, in emergency situations, would be expected to notify the police and/or children's social care without delay. In non-emergency situations, they would liaise with our school DSL who would then follow the procedures outlined in this policy to ensure the child is kept safe.

The cohort of pupils in Alternative Provision often have complex needs and can therefore be more vulnerable to certain forms of abuse, neglect and exploitation, including:

- Contextual Safeguarding risks including CSE and CCE
- Sexual Abuse and Harassment
- Serious Youth Violence
- Mental health difficulties.

Students at The Meadows

For students at The Meadows, it may be that due to their SEND, health needs or other needs; for a period of time, they may remain on roll at The Meadows but be educated elsewhere. For example, this may be at home using tutors, being educated within a hospital environment or within a residential care setting. This would only happen in full agreement with other professionals including Children's Social Care, Medical Professionals and the Local Authority and where all attempts to ensure they could be educated within school had been exhausted.

In such cases, the same principles as outlined above would apply, including (but not limited to):

- Ensuring appropriate checks are made on tutors,
- Regular home/hospital visits to check the child is safe and happy and to maintain the relationship with school staff
- Regular liaison with other professionals to ascertain the needs of the child are being met
- The school maintains a safeguarding responsibility for the child and therefore continues to monitor attendance and engagement in education
- Any safeguarding concerns would be responded to, and (where applicable) reported to Children's Social Care at the earliest opportunity

Appendix M: Filtering and Monitoring

We take very seriously our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, and implementing filtering and monitoring systems and processes is a key part of this.

We adhere to the government standards published in: [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges)

Filtering and Monitoring systems enable us to limit as much as possible, children's exposure to the online risks from the school's IT system.

At this school, we use the following system/s:

SENSO

Online Safety and Filtering and Monitoring is the responsibility of the DSL. They are supported in this by the governing body and together, they review the effectiveness of the systems, at least on an annual basis. We use a range of tools to help us review, including the Prevent Duty risk assessment.

It is vital that Filtering and Monitoring helps us to keep children safe but does not lead to 'over blocking' – creating unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. Examples could be children being unable to access factual information relating to a project or being blocked from accessing helpful resources and websites to seek support.

Staff working with children are in key positions to notice if there are any concerns and to escalate these immediately to the DSL, recognising them as a potential safeguarding concern. Examples of this include (but are not limited to):

- Spotting or overhearing that students have managed to override a system and access inappropriate content online.
- Spotting or overhearing students being able to use slang terms that are not recognised by the filtering and monitoring system and using these to search for and access inappropriate content.
- Spotting that inappropriate settings have been placed on video sharing sites such as YouTube enabling for harmful or inappropriate videos to be accidentally shared with students.

<p>Our filtering and monitoring system sends us daily alerts of when a child may have attempted to access harmful or inappropriate content. These are monitored and responded to on a daily basis by:</p>	<p>Theodora Papaspyrou (Deputy Head Teacher and DSL)</p>
<p>In their absence, the member/s of staff who will take on this responsibility are:</p>	<p>Members of the Senior Leadership Team who hold DSL training as directed by the Head Teacher.</p> <p>Graham Spencer (Assistant Head Teacher and DDSL)</p> <p>Eileen Pace (Assistant Head Teacher and DDSL)</p> <p>Samantha Forbes (Assistant Head Teacher and DDSL)</p>

Upon receiving a filtering and monitoring alert or notification, the DSL or a deputy will consider whether there is any risk to the child or whether further support may be necessary, taking into account any contextual or historical concerns on the child's safeguarding file, or any current risk assessments. Action may be taken, as with any safeguarding concern, including (but not limited to):

- Liaison with other professionals working with the child such as Police, Children's Social Care, CAMHS/CYPMHS
- Liaison with parents/carers
- Actioning another member of staff such as a teacher or pastoral support team to speak further with the child and explore support options.
- **Referrals**

Appendix N: Procedural Flowcharts

Safeguarding and Promoting Children's Welfare Procedural Flowchart

