Child Protection and Safeguarding Policy Staffordshire

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Policy Consultation & Review

This policy is available on our website via a link to Community Academies Trust website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct and our Behaviour Policy. In addition, all staff are provided with Part One and Annex A of the statutory guidance *'Keeping Children Safe in Education'*, DfE (2018).

This policy will be reviewed in full by CAT, in liaison with the school, annually or sooner should legislation/guidance change.

Context

This school recognises its responsibility to have a clear and secure framework in place to safeguard and promote the welfare of children.

This policy provides guidance to all adults working within the school, whether paid or voluntary and whether directly employed by the school or by a third party.

The policy sets out how the school's Governing Body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at this school. Our policy applies to all staff; paid and unpaid, working in the school including Governors. It is consistent with Staffordshire Safeguarding Children's Board (SSCB) procedures.www.sscb.org.uk

Purpose and Aims

The purpose of this safeguarding policy is to ensure that we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness, are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable pupils** – including those who have been abused, have witnessed violence towards others or who may be vulnerable to abuse
- **Prevent unsuitable people from working with children** - by ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with children and in maintaining an active vigilance thereafter.

We will follow the procedures set out by Staffordshire Local Safeguarding Children's Board and detailed in Working Together to Safeguard Children 2018 and Keeping Children Safe in Education (KCSiE) 2018 by:

- Knowing that safeguarding and promoting the welfare of children is everyone's responsibility, and the voice of the child is evident;
- Protecting children and young people at our school from maltreatment;
- Establishing a safe environment in which our children can learn and develop within an ethos of openness;
- Preventing impairment of our children and young people's health or development;
- Ensuring young people at our school grow up in circumstances consistent with the provisions of safe and effective care;
- Offering children a balanced curriculum including PSHE, healthy relationship education, online safety and advice on the dangers of sexting
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their safeguarding skills and knowledge whilst understanding the risks.
- Understanding that no single professional can have the full picture of a child's needs and circumstances. Everyone who comes into contact with children and their family has a role to play in identifying concerns, sharing information and taking prompt action.
- Undertaking the role so as to enable children and young people at our school to have best outcomes.
- Ensuring as a school we have a clear understanding of our staff's knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a robust element of our school.

Ethos

The child's welfare is of paramount importance; we are a child centred school.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their

approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.' (Keeping Children Safe in Education 2018)

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.
(See Appendices 1 and 2)

When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in conjunction with our school culture of prevention, protection and support and should be read in conjunction with other related policies including anti-bullying, online safety, health and safety and Staff Code of Conduct. Our school will continue to maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something. We follow the what to do if a child is being abused guidance.

Key Principles

This school recognises that scrutiny, challenge and supervision are key to safeguarding children.

- The school has a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive safeguarding training as required in KCSiE 2018, and also receive regular updates through staff meetings, briefings, emails etc. to develop and support robust safeguarding practices amongst all staff.
- The school has clear induction processes for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSiE 2018; the Staff Code of Conduct; the school's Behaviour Policy; the school's response to children who go missing from education, the role of the DSL and this Safeguarding Policy.
- The school is committed to working with other agencies to provide early help for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 'Early Help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.' (Working Together 2018)
- 'All staff should be aware of the early help process, and understand their role in it. (KCSiE 2018). This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.' (DfE 2018)
- 'All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.' (KCSiE 2018)

- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the DSL. Whilst the DSL will normally make referrals to Children's Services, any staff member can refer their concerns to children's social care directly in emergencies or if they feel they need to do so. (Staffordshire First Response 0800 1313126)
- Everyone has responsibility to escalate their concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
- The school understands its responsibility to request a statutory assessment lead by a social worker for any child in need, as defined under the Children Act 1989, who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.
- The school will work in partnership with other agencies to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.
- The school will work with other agencies to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Staffordshire Safeguarding Children's Board's procedures and provide them with information as required. www.staffsscb.org.uk
- Staff, children and families will be supported, as appropriate, following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).
- Relevant issues will be addressed through all areas of the curriculum.
- All school policies, which support our ethos of safeguarding, will be inter linked with this Safeguarding Policy.

Legislation and Guidance

Schools and colleges must have regard for the DfE statutory guidance *'Keeping Children Safe in Education'*, (DfE 2018).

This child protection policy should be read alongside this statutory guidance and all staff must read and understand at least part 1 of this guidance.

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. This is to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out. (See Appendices 1 and 2)

A child in need is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989. (See Appendices 1 and 2)

Section 175 of the Education Act 2002 places a duty on local authorities, in relation to their education functions, and governing bodies of maintained schools, **to exercise their functions** with a view to safeguarding and promoting the welfare of children who are pupils at a school. The same duty applies to independent schools (which include Academies) by virtue of regulations made under section 157 of the same Act.

Roles and Responsibilities

Designated Safeguarding Lead/Deputy Designated Safeguarding Lead

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (DSL and DDSL) will carry out their roles in accordance with KCSiE, 2018.

The DSL/DDSL will undergo appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every two years, in line with Staffordshire Safeguarding Children's Board requirements. In addition to the formal training, their knowledge and skills should be refreshed at regular intervals, at least annually through SCC DSL briefings, meetings with other DSLs, emails and reading statutory guidance.

The DSL continually develops an understanding of the community the school serves, the risks and resilience.

The DSL/Deputy DSL will refer cases of suspected abuse to the Local Authority Children's Social Care as required. They will represent the school at Child Protection Conferences and Core Group Meetings. The DSL will be the expert within the school to support staff in liaising with other agencies and making assessments and referrals. Any staff member may be required to be part of strategy discussions and other interagency meetings and to contribute to the assessment of children.

The DSL will support staff who make referrals to First Response.

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and will also support staff who make referrals to the Channel programme.

The DSL (if the Headteacher) will refer cases where a person is dismissed or has left the school due to a risk/harm to a child to the Disclosure and Barring Service, as required. They will also refer cases where a crime may have been committed to the Police, as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, including volunteers and supply staff, annually. Refresher time scales are evident. Training is delivered in-line

with SSCB training strategy and KCSiE 2018 recommendations. This will include bulletins, briefings and inset day training as well as external events attended, as applicable to role. Regular updates are shared with staff and a system to record these communications is in place.

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

The DSL monitors the paper and electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and that assessment/referrals are made appropriately. The recording and storing of information is kept in line with the General Data Protection Act. Safeguarding and child protection records are kept separate from academic records. There is a clear recorded process of transfer of records to all new education settings. Chronology case management systems at the front of all children's files are there to give clarity and as recognition of cumulative low level concerns which need to be monitored.

The DSL has developed systems for case management which are detailed, accurate, secure written or electronic records of concerns and referrals; there is also a system to monitor the quality through the regular auditing of case files. All systems are compliant with the General Data Protection Act.

The DSL has a clear system for Child Protection (section 47), Child in Need (section 17) and Early Help Assessment (EHA) files being removed from school and returned.

The DSL will share information regarding risks to students proportionately with staff members/volunteers on a need to know basis and when in the child's best interest. The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality.

The DSL ensures that systems in place to induct new staff/governors is robust and monitored and that non-compliance is shared with the Leadership Team and Governing Body. The DSL will also ensure that the Induction Policy is updated annually in line with KCSiE 2018.

The DSL ensures each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures, with particular focus on new and part time staff.

The DSL understands and supports the school with regards to the requirements of the Prevent Duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. The school's Online Safety Policy links with this requirement.

The school encourages a culture of listening to children and taking account of their wishes and feelings, in order to protect them. The DSL has developed systems to ensure, through case reviews, that children's voices are heard.

The DSL will liaise with the headteacher to provide updates on issues, especially ongoing enquiries and police investigations, under section 47 of the Children Act 1989.

The DSL notifies Children's Social Care if a child with a Child Protection Plan is absent for more than two days without explanation.

The DSL as required, will liaise with the "case manager" and the Designated Officer (LADO) at the Local Authority for Child Protection concerns relating to a staff member.

The DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral will liaise with relevant agencies. They will act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should, where appropriate, involve other agencies.

Where a parent chooses to remove their child/ren from school to be Elected Home Educators (EHEs) the school will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council and inform other professionals who are involved.

The DSL ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in these circumstances.
The DSL has links with SSCB, has contact names of all school representatives on Board and sub groups and can influence the work of the Board. We also as a school adopt local policies on safeguarding and training opportunities.

During term time the DSL or DDSL is available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.
At times school may require further assistance from interpreters to support child and families. These services will be accessed with the support of the DSL.

The Governing Body

The Governing Body and Headteacher are accountable for ensuring the effectiveness of this policy and school compliance. They have appointed a Designated Safeguarding Governor to 'champion' safeguarding in the school, in addition to a Designated Safeguarding Lead (DSL) who is part of the Strategic Leadership Team. The Governing Body and Headteacher monitor this post to ensure the post holder has the time and resources required to fulfil the duty.

The school/Governing Body must have identified a number of Deputy Designated Safeguarding Leads (DDSLs) who are trained at the same standard as the DSL. The DDSL can delegate activities to the DDSL, yet the ultimate responsibility still remains with the DSL; the lead responsibility should not be delegated. In the absence of the DSL, the DDSL will take the lead on safeguarding with clear direction from the Strategic Leadership Team.

The DSL and DDSL job description is outlined in Annex B of KCSiE 2018. The DSL has shared the content of KCSiE Part one and, where necessary, Annex A with all staff and is confident that all individuals have the

knowledge and understanding to carry out their roles appropriately. The designated safeguarding lead training is compliant with SSCB training strategy.

The Governing Body ensures that the DSL understands they have the responsibility in leading Safeguarding and Child Protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL/Deputy DSLs receive appropriate and regular supervision from the Strategic Leadership Team and external services, as appropriate.

The Governing Body ensures that the school is compliant with their 175/157 return to the Local Authority/Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and an action plan/risk assessment is developed annually. The Governing Body ensures the school contributes to inter-agency working in line with Working Together to Safeguard Children, 2018.
The Governing Body ensures safer recruitment procedures, which include the requirement for appropriate checks in line with national guidance, are followed.

The Governing Body has an overview of the safeguarding training schedule and future training requirements. All staff, volunteers and Governors receive an induction which includes basic safeguarding training, compliant with Staffordshire Safeguarding Board. All staff, volunteers and Governors sign annually to say that they have read and understood the code of conduct and Keeping Children Safe in Education 2018, Part One and Annex A. Where required for specific roles, further sections are read. The school has developed a system in line with guidance below to ensure that regulated and non-regulated activities and staff supervision is understood across the school. Volunteers, students and visitors can be clearly identified by our visitor system.

Community Academies Trust ensures there is a current Whistleblowing Policy and the Headteacher ensures that staff have access to a copy and have the opportunity to raise concerns. There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures.

Further guidance on whistle blowing can be found at this link. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. See 'Managing allegations against staff and Volunteers' section for details.

The Governing Body/Headteacher has a schedule of policies and procedures which is reviewed annually to ensure they are current and in line with national and local guidance. The DSL coordinates the updates with the training schedule to support the culture of learning for all staff/volunteers.

The school updates parents on safeguarding issues through various methods such as newsletters, website posts, social media and emails.

The Designated Lead Teacher for Looked After and previously Looked After Children

The Governing Body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of

sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience.

The designated teacher will work with the Virtual School to provide the most appropriate support, utilising Pupil Premium Plus to ensure they meet the needs identified in the child's Personal Education Plan.

The designated teacher should also work with the Virtual School head to promote the educational achievement of previously looked after children.

Working with Parents and Carers

This school is committed to working in partnership with parents and carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, parents and carers will be informed that we have a Child Protection and Safeguarding Policy. A copy will be provided to parents on request and is available via a link on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with Child Protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);

- Full details of any other adult authorised by the parent to collect the child from school (if different from the above);
- Any legal or criminal changes which affects parental responsibility e.g. Bail condition, court orders, Multi – Agency Risk Assessment Conference (MARAC).

The school will retain this information on pupils' files; we will only share information about pupils with adults who have parental responsibility for that pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

Staffordshire Early Help

The DSL will ensure staff are aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising and sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff, including volunteers working with children at our school are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and who has an individual responsibility for early help.

Practitioners should complete a Staffordshire Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Safeguarding thresholds have not been met yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

- Families First Guidance Documents
- Thresholds and Early Help Guidance

The school's EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). That referral will be made through Families First Responsive Services (0800 1313126). Concerns should be reported via email to www.staffordshire.gov.uk/reportconcern

The DSL may also consider seeking advice and guidance from Staffordshire Education Safeguarding Advice Service around thresholds and appropriate referrals to First Response **on 01785 895836.**

Concerns about a child should always lead to help for that child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

What happens after a referral is deemed necessary to escalate beyond Early Help

Child in Need (section 17)

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with the parents / young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Child Protection (section 47)

If the Local Authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, they have a duty to make enquires under section 47 of the Children Act 1989 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or is in police protective custody under section 46 of the Children Act 1989.

Detailed information on statutory assessments can be found in Chapter 1 of 'Working Together to Safeguard Children'. Staffordshire Managing-Individual-Cases (section 3E)

Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and to ensure the required reduction of risk. Between conferences, regular core group meetings will take place to monitor the progress of the child protection plan.

The DSL, a DDSL and sometimes other staff members may be asked to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children. In any event, the person attending is required to have as much relevant up to date information/case files about the child as possible; any member of staff may be required to contribute to this process. The

representative attending must contribute a recommendation on the risks/protective factors for the family from their factual information and must provide a view on a need for a Child Protection Plan.

Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to First Response or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

Escalation Procedures

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action and support should be sought from the school's DSL.

Guidance on the escalation procedure can be found at this link.

A Safer School Culture

Safer Recruitment and Selection

The school pays full regard to the safer recruitment expectations detailed in 'Keeping Children Safe in Education' 2018. Safer Recruitment practice includes scrutinising applicants, verifying identity, academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks are recorded on our Single Central Record.

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

Appropriate training in Safer Recruitment has been completed by members of SLT and others who are involved in recruitment. The school ensures that there is always at least one such trained colleague

involved in **all** staff / volunteer recruitment processes and sitting on the recruitment panel. At least one member of the Governing Body should have also completed Safer Recruitment training.

Induction

All staff must be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The child protection policy;
- The behaviour policy;
- The staff code of conduct;
- The safeguarding response to children who go missing from education; and
- The role of the DSL (including the identity of the DSL and any deputies).

Copies of policies and a copy of Part One and Annex A of the KSCiE 2018 document are be provided to staff at induction.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Staff support

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

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

Use of Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young

person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental advice for schools is available here.

When using reasonable force in response to risks presented by incidents involving children, including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school uses positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Keeping Children Safe in Education (2018) - Specific Safeguarding Issues

All staff in our school have an awareness of safeguarding issues, through regular training and briefings, some of which are listed below. We ensure our staff are aware that behaviours linked to these issues can put children in danger. All staff are aware that the Designated Safeguarding Lead, the expert within our school, is there to support staff, volunteers and the Governing Body.

- Abuse
- Bullying including cyberbullying
- Children and the courts
- Children with family members in prison
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children and adults strategy
- Online safety
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Sexual violence and sexual harrassment
- Sexting
- Trafficking

Peer on peer abuse

Our school staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/ hazing type violence and rituals. Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by children should never be passed off as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action.' Concerns should be referred to senior staff who may need to consult with the DSL. Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate.

This school has a Behaviour and Anti-Bullying and Policy to guide children, staff and parents.

Bullying, including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. racist or homophobic remarks, threats, name-calling)
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- cyberbullying (including sexting)

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely with the Local Authority to ensure we put appropriate safeguarding responses in place for children who go missing from education, as detailed in our Attendance Policy, available on request.

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The school must notify the Local Authority of any pupil who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable steps to ascertain the whereabouts of children that would be considered 'missing'.

Child Missing from Home or Care

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance documents:

- Promoting the Welfare & Safety of Children in Specific Circumstances –Section 4G
- Children who run away or go missing from home or care

Child Sexual Exploitation (CSE)

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. (www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners 2017)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. CSE:

- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and can range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Unexplained gifts or new possessions;
- Association with other young people involved in exploitation;
- Older boyfriends or girlfriends;
- Suffering from sexually transmitted infections or become pregnant;
- Changes in emotional well-being;
- Misuse of drugs and alcohol;
- Going missing for periods of time or regularly come home late; and
- Regularly missing school or education or not taking part in education.

Guidance documents

- Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation
- Child Sexual Exploitation policy
- Promoting the Welfare & Safety of Children in Specific Circumstances
- Know about CSE

Child Criminal Exploitation: 'County Lines'

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of 'county lines' criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines is missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Abuse

This encompasses any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of gender or sexuality. This can include, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Guidance Documents:

- Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4N
- Domestic Violence and Abuse

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Drugs-advice-for-schools Consequences of drug and alcohol misuse range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Guidance Documents:

- Working with Parent who misuse substances guidance
- Drugs Advice for Schools

Fabricated or Induced Illness

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

- Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4R
- Safeguarding children in whom illness is fabricated or induced

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

FGM is known by a number of names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to "honour based violence".

With effect from 31 October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers (either by verbal or visual disclosure) that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.
Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss

any such case with the school's DSL or Deputy DSL and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Guidance Documents:

- Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4M
- Multi Agency Statutory guidance on Female Genital Mutilation

Further guidance to be found on Female Genital Mutilation Act 2003

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Guidance Documents:

- Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances (section 4L)
- Forced Marriage

Mental Health

This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need.

Guidance Documents:

- Parenting capacity and mental health – Section 4O
- Mental Health & Behaviour in schools

Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority or Birmingham Children's Trust) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting First Response. (0800 1313126), who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

- Promoting the Welfare & Safety of Children in Specific Circumstances - Section 4E
- Children Act 1989 – Private Fostering

Preventing Radicalisation

Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views

justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

This school values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. This school is clear that exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in **Appendix 4**.

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

Risk Reduction

The school governors, the Headteacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's Religious Studies curriculum, SEND policy, Assembly content, the use of school premises by external agencies, integration of students by gender and SEN, Anti-Bullying Policy and other issues specific to our community and philosophy. To this end, due diligence checks will be undertaken on all external speakers invited to our school.

This risk assessment will be reviewed as part of the annual Section 175 return that is monitored by Staffordshire Safeguarding Children Board.

Response

With effect from 1 July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as

family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 5.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The responsibilities of the SPOC are described in Appendix 6.

Staff within our school will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

Our school will monitor in-school online activity to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of specialist online monitoring software.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation; for example, they may address mental health, relationship or drug/alcohol issues.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Guidance Documents:

- Duties relating to the risk of radicalisation is available in the Advice for Schools on The Prevent Duty.
- Further Guidance for Practitioners – Section 6L
- Educate Against Hate

Sexual Violence and Sexual Harassment

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

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

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

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

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

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity and make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim), displaying pictures, photos or drawings of a sexual nature and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence which may include:

    - Non-consensual sharing of sexual images and videos;
    - Sexualised online bullying;
    - Unwanted sexual comments and messages, including, on social media and
    - Sexual exploitation; coercion and threats.

Our response to a report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the school's safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or a deputy).

Guidance Document:

- Sexual Violence and Sexual Harassment between children in schools and colleges

Sexting

Sexting is when a young person takes an indecent image of them self and sends this to their friends or boy/girlfriends via mobile phones. Sexting/what-is-sexting

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by the child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

Guidance Documents:

- Further Guidance for Practitioners – Section C
- Disrespect Nobody
- CEOP
- U tube resource

Trafficking

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm/threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking
victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

'Child' refers to anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into/within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

Guidance Documents:

Staffordshire Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances (Section 4K)
Safeguarding-children-who-may-have-been-trafficked-practice-guidance

Online Safety

The use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we use the curriculum to help develop skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

Guidance Documents:

- Staffordshire Further-Guidance-for-Practitioners (section C)
- Childrens Commissioners Publications

The Governing Body and Headteacher have systems in place to limit children's exposure to safeguarding issues through ICT safeguards. We have filters and monitoring systems in place and these are regulated and risk assessed as part of the Prevent Duty. We have an Online Safety Policy which identifies the usage and expected behaviour of children. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Educational Visitors to School

The school will undertake risk assessments and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. We follow guidance for non-regulated activities and will consider:

- what we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers;
- whether the individual/company has other employment or undertakes voluntary activities where references can be provided and suitability recorded;
- whether the role is eligible for an enhanced DBS check.

We will decide the level of supervision required through risk assessment – the supervision will be "reasonable in all the circumstances to ensure the protection of children", as stated in KCSiE 2018.

Managing Allegations against Staff & Volunteers

The Governing Body ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Headteachers.

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the young people at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of Abuse Against Persons who Work with Children and role of LADO* and Part 4 of *'Keeping Children Safe in Education'*, DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted on 0800 1313126.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of the Governing Body. In the event that neither the Headteacher nor Governing Body is contactable on that day, the information must be passed to a Director of Community Academies Trust, as stated in the Whistleblowing Policy.

The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or Governing Body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact **the LADO directly on 0800 1313126.**

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform the Disclosure and Barring Service.

Vulnerable Children

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of ten school days or more.

We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, FGM and forced marriage.

As a school we are aware that the potential for children with SEND may have additional barriers when it comes to safeguarding, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be especially vulnerable to abuse because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

Heightened vulnerability is linked to:

- Poor communications skills
- A lack of maturity (Lower cognitive ability
- Limited perceptions of intent from other
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have "friends" or find a partner
- Unclear boundaries
- Poor understanding of online safety – digital technology

A combination of these factors can make young people more susceptible to risks.

Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so we should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health or if domestic abuse is present. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important though, to recognise that a warning sign doesn't automatically mean a child is being abused.

Children have said that they need:

- Vigilance: to have adults notice when things are troubling them;
- Understanding and action: to be heard and understood; and to have that understanding acted upon;
- Stability: to be able to develop an ongoing stable relationship of trust with those helping them;
- Respect: to be treated with the expectation that they are competent rather than not;
- Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans;
- Explanation: to be informed of the outcome of assessments and decisions and how they have been reached, positive or negative;
- Support: to be provided with support in their own right as well as a member of their family;
- Advocacy: to be provided with advocacy to assist them in putting forward their views.

Guidance Document:

- Promoting the Welfare of Children in Specific Circumstances – Section 4S

Looked after Children

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments.

The Governing Body must ensure that the Designated Teacher for Looked After Children undertakes appropriate training (section 20(2) of the Children and Young Persons Act, 2008).

The Role of the Designated Teacher

The Designated Teacher plays a crucial role leading the responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The Designated Teacher:

- promotes a culture of high expectations and aspirations for how looked after children learn;
- makes sure the young person has a voice in setting learning targets;
- is a source of advice for staff about differentiated teaching strategies appropriate for individual children, making full use of Assessment for Learning;
- makes sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home;
- has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document:

- Designated-teacher-for-looked-after-children

Communication – Confidentiality/Information Sharing

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with 'Working Together to Safeguard Children', 2018. The school works closely with Staffordshire Children's Social Care and, where appropriate, other relevant local authorities.

As a school we recognise the importance of information sharing between professionals and local agencies. We follow best practice guidance.

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we adhere to data protection yet we do not allow this to stand in our way in the need to promote the welfare and protect the safety of our children in our care.

Managing Complaints

As a school we encourage children and families to raise with us any concerns or comments and we have a robust internal investigation process which we use to resolve matters.

The CAT Complaints Policy states clearly the stages of complaints and where to escalate concerns following the completion of the complaints process, either through Ofsted or the Education and Skills Funding Agency (ESFA). Our Complaints Policy can be access via a link on our school website.

Safeguarding concerns should be raised with school immediately. If a concern is urgent or a child is at immediate risk then the individual needs to contact First Response on 0800 1313126. All visitors are given a safeguarding leaflet which outlines how to share concerns and also outlines the code of conduct expected by all visitors.

Site Security

We provide a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it to avoid potential problems to safeguarding. Therefore:

- where possible, gates are kept closed during the school day;
- visitors and volunteers must only enter through the main entrance and after signing in at the office will be issued with a school lanyard or visitor's pass. The school has a clear system of ensuring visitors are accompanied/supervised by a regulated staff member. Any visitor on site who is not identifiable via a visitors' pass will be challenged by any staff member and this will be reported to a member of the Leadership Team;

- family members and carers attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events;
- children will only be allowed home with adults with parental responsibility or confirmed permission;
- empty classrooms should have closed windows and doors;
- children under 16 should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. The parent/carer should report to Reception to do this;
- at least two members of staff are always on duty at break times;
- a Health and Safety audit is completed annually with risk assessment. This forms part of the Governors' Report; this will include a fire evacuation and 'invacuation' Prevent Risk Assessment;
- Risk management of site security is managed by strategic leaders and governors. The school has a clear system of risk assessments and review timescales.

Early Years Foundation Stage (EYFS)

This framework is mandatory for all early years' providers (statutory framework for the EYFS; revised March 2017).

Every child deserves the best possible start in life and support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The EYFS sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

All our staff are aware there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

As a school we ensure at least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings.

There is a clear policy on the use of mobile phones on school premises, available on request.

Key Legislation

This policy has been devised in accordance with the following legislation and guidance:

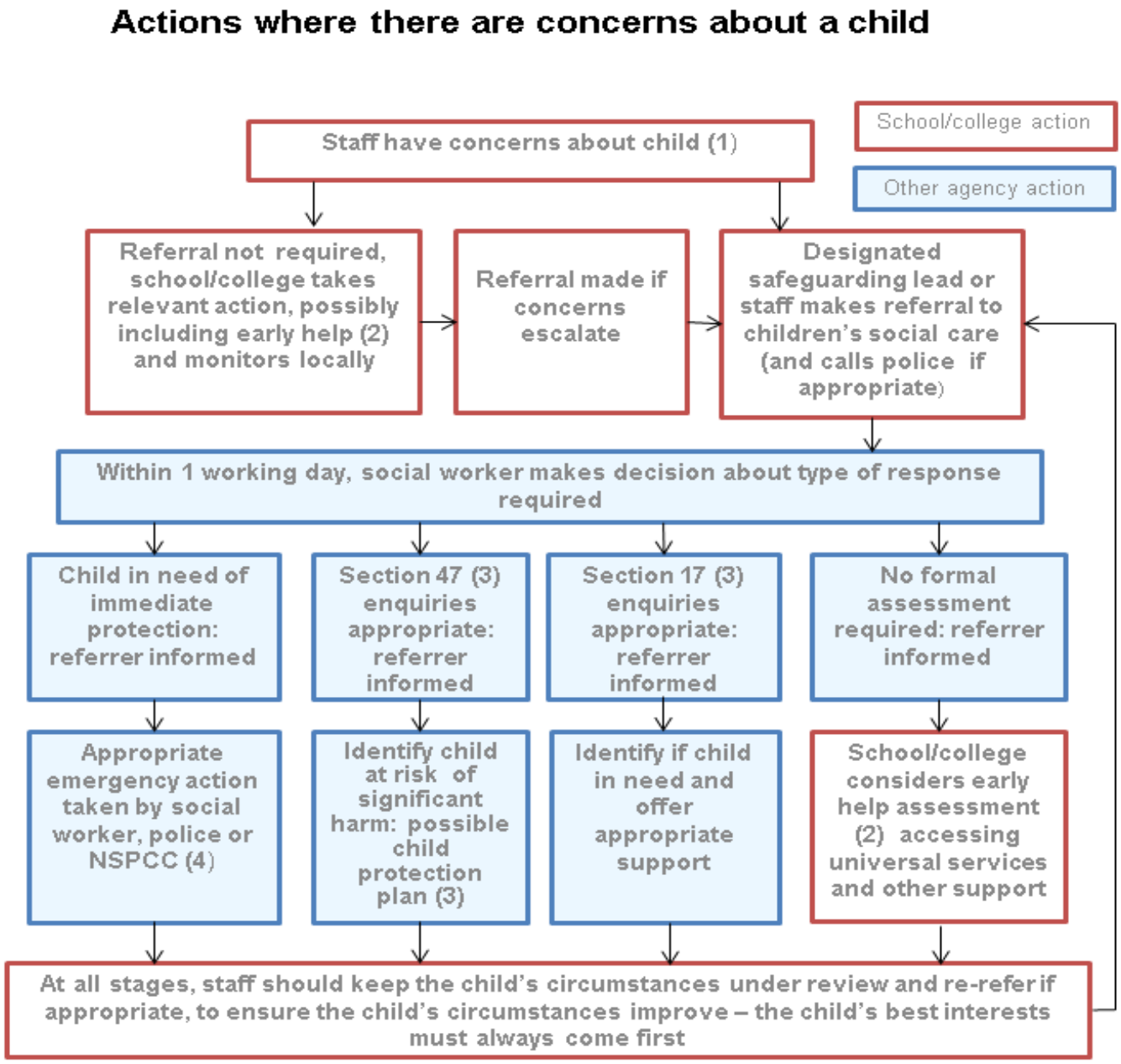
- Working Together to Safeguard Children 2018 (DfE)
- Staffordshire Safeguarding Children Board Procedures (online)
- Staffordshire Safeguarding Children Board Training Catalogue (online)
- Keeping Children Safe in Education April 2018 (DFE)
- Disqualification under the Child Care Act 2006
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015
- Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 (HM Gov)
- CAT Whistleblowing Policy
- Online-safety Tool Kit
- Children Missing from Education Policy
- Early Years Statutory Framework
- Statutory policies for schools
- NSPCC/TES safeguarding in education tool
- Visa – Immigration/Asylum
- Children's commissioner

Related Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Use of Reasonable Force (Physical Intervention) Policy
- Recruitment & Selection Policy
- Whistleblowing Policy
- Educational Visits Policy
- Attendance Policy
- Online Safety Policy
- Health and Safety Policy
- Meeting the Needs of Pupils with Medical Conditions Policy
- First Aid Policy
- Mobile Phone Policy (Early Years Framework 2017)

Appendix 1 – Procedure for Managing Concerns



Appendix 2 – Definitions and Indicators of Abuse

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school;
- The child is left at home alone or with inappropriate carers;
- Adolescent neglect;
- Affluent neglect.

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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

Sexual Abuse

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;

- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Birmingham Children's Trust. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another person. 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia;
- Soiling, smearing faeces, enuresis.

N.B. Some situations where children stop communicating suddenly can indicate maltreatment. This is known as "traumatic mutism".

Responses from Parents/Carers

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

- Delay in seeking medical treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered or several different explanations or comments that the child has acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home;
- Violence between adults in the household;
- Evidence of coercion and control.

Disabled Children

When working with children with disabilities, practitioners need to be aware of additional possible indicators of abuse and/or neglect. Staff should be alert to the following:

- A bruise in a site that may not be of concern on an ambulant child, such as the shin, may be of concern on a non-mobile child;
- Not getting enough help with feeding, leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Appendix 3 – Dealing with a Disclosure of Abuse

When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm;
- Do not communicate shock, anger or embarrassment;
- Reassure the child. Tell the child you are pleased that s/he is speaking to you;
- Never agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why;
- Tell her/him that you believe them. Children very rarely lie about abuse but s/he may have tried to tell others and not been heard or believed;
- Tell the child that it is not her/his fault;
- Encourage the child to talk but do not ask "leading questions" or press for information;
- Use the acronym **T.E.D** : **T**ell me. **E**xplain. **D**escribe;
- Listen and remember;
- Check that you have understood correctly what the child is trying to tell you;
- Communicate that s/he has a right to be safe and protected;
- It is inappropriate to make any comments about the alleged offender;
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure;
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know;
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded);
- Use the school's written/electronic recording forms;
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

The information should then be passed, in a timely way, to the DSL/DDSL and immediately if the child discloses any abuse they have suffered, or may be at risk of suffering.

If the DSL/DDSL is not available, it is the staff member's **responsibility** to make a referral to First Response, and then inform the DSL at the earliest opportunity. **(First Response, 0800 13 13 126) or email www.staffordshire.gov.uk/reportconcern**

Appendix 4 – Allegations about a Member of Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:

   - **Physical** - For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
   - **Emotional** - For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
   - **Sexual** - For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
   - **Neglect** - For example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
   - **Spiritual Abuse -** For example, using undue influence or pressure to control individuals or ensure obedience, following religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Headteacher must be informed immediately. The Headteacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview pupils.

3. The Headteacher should exercise and be accountable for their professional judgement on the action to be taken as follows:

   - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Headteacher will notify the Staffordshire Designated Officer **(LADO) (0800 1313126)**. The LADO will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Birmingham Children's Trust to address the needs of children likely to have been affected.
   - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil, these should be addressed through the school's own internal procedures.
   - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child's safeguarding file.

4. Where an allegation has been made against the Headteacher/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.

   Please see SSCB guidance:-

   Managing Allegations of Abuse against a Person who works with Children

Appendix 5 – Indicators of Vulnerability to Radicalisation

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

2. Extremism is defined by the Government in the Prevent Strategy as:
   Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as, "The demonstration of unacceptable behaviour by using any means or medium to express views which:

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

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

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

6. Indicators of vulnerability include:

   - Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination; aspects of Government policy;
   - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
   - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;

- Special Educational Needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

   - Being in contact with extremist recruiters;
   - Family members convicted of a terrorism act or subject to a Channel intervention;
   - Accessing violent extremist websites, especially those with a social networking element;
   - Possessing or accessing violent extremist literature;
   - Using extremist narratives and a global ideology to explain personal disadvantage;
   - Justifying the use of violence to solve societal issues;
   - Joining or seeking to join extremist organisations;
   - Significant changes to appearance and/or behaviour; and
   - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Appendix 6 – Single Points of Contact

Prevent Leads	Contact Name	Email Address
Cannock	Kerry Wright	KerryWright@cannockchasedc.gov.uk
	Karla Vowles	KarlaVowles@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
	Sal Khan	sal.khan@eaststaffsbc.gov.uk
Lichfield	Susan Bamford	Susan.Bamford@lichfielddc.gov.uk
Newcastle	Sarah Moore	Sarah.moore@newcastle-staffs.gov.uk
South Staffs	Helen Marshall	H.Marshall@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Becky Murphy	Becky.murphy@staffordshire.gov.uk
Staffordshire Police Prevent Team	Sgt. Calum Forsyth	prevent@staffordshire.pnn.police.uk

Appendix 7 – Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

The LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. The Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation and give advice around a range of parameters including suspension, possible media interest and when to tell the adult. The LADO will ensure all interested parties are appropriately linked together.

The LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The SSCB inter-agency procedures for managing allegations - **Section 4A - Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO** is based on the framework for dealing with allegations made against an adult who works with children, detailed in **Working Together 2018** and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. Guidance for Safer Working Practice for Adults who work with Children is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:

All reports of concern or allegation that an adult working or volunteering with children:

- Has or may have harmed a child
- May have committed a criminal offence related to a child and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Should be communicated with the Staffordshire LADO.

Step 1: Raise your concern with the Headteacher. They must contact the First Response Team within 24 hours of any situation arising at **0800 1313 126**

If the concern is in relation to the Headteacher, contact the First Response Team directly within 24 hours of any situation arising at **0800 1313 126**

Step 2: The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and will assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours, telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

Appendix 8 – Further Advice on Safeguarding Matters

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service 01785 895836 e-mail : esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email www.staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100 Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team) Tel: 01785 854906
- Staffordshire Police Force co-ordinator : Mark Hardern Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email prevent@staffordshire.pnn.police.uk

NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service 01785 354030
- Staffordshire Safeguarding Children Board 01785 277151 sscb.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) http://ceop.police.uk/
- Professionals Online Safety Helpline – 0844 381 4772 www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – http://www.iwf.org.uk
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries : 0300 123 1231
  About Schools: 0300 123 4234
  Concerns : 0300 123 4666

e-mail: enquiries@ofsted.gov.uk

- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

- Staffordshire Safeguarding Children Board http://www.staffsscb.org.uk
- Stoke-on-Trent Safeguarding Children Board http://www.safeguardingchildren.stoke-on-trent.gov.uk
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk and www.knowaboutcse.co.uk
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000 https://www.nspcc.org.uk/
- WOMEN'S AID - 24 Hour Helpline: **0870 2700 123** http://www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999. www.unicef.org.uk

Appendix 9 – Example Safeguarding Induction Sheet - For use with new or supply staff, regular visitors and volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead **(Name)** or Deputy Safeguarding Lead **(Name)**

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from …… Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head teacher. If an allegation is made about the Head teacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 0800 1313126.

The people you should talk to in school are:

Designated Safeguarding Lead:
Location of office:
Contact Number:

Deputy Designated Safeguarding Lead:
Location of office:
Contact Number:

Chair of Governing Body:
Contact Number:

Appendix 10 – Example Safeguarding Induction Checklist

Safeguarding Induction Checklist

Name: **Date:**

	Criteria	Comments	Signature
DAY 1	Welcome		
	Employment checks complete		
	School background information: Pupils, Ofsted, Community		
	School Structure, Governance arrangement		
	Keeping Children Safe in Education, Part 1 and Annex A issued and explained		
	School ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Names of DSL and Deputy DSLs, role described and contact details		
	Role of the Governing Body		
	Staff Conduct of Code Policy Behaviour Policy Children Missing from Education process		
	Confidentiality and breaches		
	General Data Protection Act		
	Health & Safety: Fire procedures and Fire officers (review date)		
WEEK 1	Meet with Head teacher & DSL		
	Identify Leads CSE/Prevent/LAC/SENCO/IT lead/ Physical Intervention/Pupil Premium		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Team/ behaviour/ attendance		

	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 and/or 2 and Annex A) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs Identified:

Appendix 11 – School Contact Details

Key personnel at Chadsmead Primary School

The designated safeguarding lead (DSL) is Gemma Grainger

Contact details: email: office@chadsmead.staffs.sch.uk

tel: 01543 421 850

The deputy designated safeguarding lead (DDSL) is Andy Stevens

Contact details: email: office@chadsmead.staffs.sch.uk

tel: 01543 421 850

Other staff trained to undertake the functions of the designated safeguarding lead:

- Helen Cadman

Contact details: email: office@chadsmead.staffs.sch.uk

tel: 01543 421 850

The nominated Safeguarding Governor is Iona Chisholm

Contact details: email: ichisholmgov@chadsmead.staffs.sch.uk

The headteacher is Gemma Grainger

Contact details: email: office@chadsmead.staffs.sch.uk

tel: 01543 421 850

Key personnel at Stoneydelph Primary School

The designated safeguarding lead (DSL) is Jenny Wallbank

Contact details: email: headteacher@stoneydelph.staffs.sch.uk

tel: 01827 896666

The deputy designated safeguarding leads (DDSL) are Kate Devitt and Caroline Hall

Contact details: email: office@stoneydelph.staffs.sch.uk

tel: 01827 896666

Other staff trained to undertake the functions of the designated safeguarding lead:

- Claire Bevan Schools Liaison and Support Officer

Contact details: email: office@stoneydelph.staffs.sch.uk

tel: 01827 896666

The nominated Safeguarding Governor is Sue Ebrey

Contact details: email: s.ebrey@ stoneydelph.staffs.sch.uk

The headteacher is Jenny Wallbank

Contact details: email: headteacher@stoneydelph.staffs.sch.uk

tel: 01827 896666

Key personnel at The Wilnecote School

The designated safeguarding lead (DSL) is Simon Adams

Contact details: email: sadams@wilnecotehighschool.org tel: 01827 831300

The deputy designated safeguarding lead (DDSL) is Fran Taylor

Contact details: email: ftaylor@wilnecotehighschool.org tel: 01827 831300

Other staff member trained to undertake the functions of the designated safeguarding lead is

- Steven Hargreaves

Contact details: email: SHargreaves@wilnecotehighschool.org

tel: 01827 831300

The nominated Safeguarding Governor is Simon Bolwell

Contact details: email: 1s.bolwell@west-midlands.pnn.police.uk tel: 0345 113 5000 ext 801 1625

The headteacher is Sian Hartle

Contact details: email: shartle@wilnecotehighschool.org tel: 01827 831300