Safeguarding and Child Protection Policy September 2025

Policy No: 73

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GOVERNOR RESPONSIBLE: Lorraine Petersen

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1. **Introduction**
   1.1. Chadsgrove School recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils or students. The school endeavours to provide a safe and welcoming environment where all children are respected and valued. Staff are alert to the signs of abuse and neglect and follow clear procedures to ensure that children receive effective support, protection and justice. Child protection forms a part of the school's safeguarding responsibilities.

   1.2. Chadsgrove adopts an open and accepting attitude towards pupils as part of its responsibility for pastoral care and, ultimately, all systems, processes and policies operate with the best interests of pupils at their heart.

   1.3. Safeguarding and child protection is the responsibility of everyone and this policy applies to all individuals who come into contact with the pupils or students of Chadsgrove School including, but not limited to, Staff, Governors, Volunteers, Students and Visitors. It also applies to individuals who work on behalf of Chadsgrove School and its associated teams, for example, SEND Services for Schools and Chadsgrove School Outreach. Chadsgrove's policy and procedures also apply to extended school and off-site activities.

   1.4. This policy applies to all pupils at the school, including those who have attained the age of 18.

2. **Guidance and Supporting Documents**
   2.1. Chadsgrove School's Safeguarding and Child Protection Policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, S175 of the 2020 Education Act, and the guidance contained in Working together to safeguard children - GOV.UK the DfE's statutory Guidance Keeping Children Safe in Education 2025

   2.2. This policy has also been developed in line with the following Statutory key documents:
   - Alternative provision 'Channel Duty Guidance: Protecting people susceptible to radicalisation' HM Government (2023)
   - Children Missing Education
   - Designated teacher for looked-after and previously looked-after children
   - 'Disqualification under the Childcare Act 2006' DfE (2018)
   - Early Years Foundation Stage Statutory Framework
   - Female Genital Mutilation Act 2003 Section 5B (11) HM Government (2020)
   - 'multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage' Home Office and Foreign, Commonwealth and Development Office (2023)
   - 'Prevent duty guidance: Guidance for specified authorities in England and Wales' Home Office (2023)
   - 'Working Together to Improve School Attendance 2024' DfE (2024)

   2.3. Other non-statutory Guidance/Legislation
   - Advice to schools and colleges on gangs and youth violence
   - 'Child sexual exploitation' DfE (2017)
   - Data Protection in schools
   - Education for a connected world
   - Education for Children with health needs who cannot attend school DfE (2023)
   - Ending Domestic abuse Save Lives
   - Escalation Policy: Resolution of Professional Disagreements
   - Equality Act 2010 and Public Sector Equality Duty (PSED)
   - Get Safe - keeping children and young people safe from criminal exploitation
   - Human Rights Act 1998
   - 'Information sharing' DfE (2024)
   - Lucy Faithfull Foundation's 'Shore Space'.
   - 'Meeting digital and technology standards in schools and colleges' DfE (2025)

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- Missing Children and Adults Strategy
- NSPCC Hackett continuum
- Ofsted guidance and procedures
- Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools
- Promoting Fundamental British Values as part of SMSC
- 'Recruit teachers from overseas' DfE (2025)
- Relationships Education, Relationships and Sex Education, RSE and Health Education
- Rise Above
- Rehabilitation of Offenders Act 1974
- Safeguarding Children with special educational needs and disabilities (SEND)
- Safeguarding d/Deaf and Disabled children and young people
- SEN Code of Practice 0-25 years
- 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' DfE (2024)
- Teaching online safety in Schools DfE (2019)
- 'Teachers' Standards' DfE (2021)
- UK Safer Internet Centre: appropriate filtering and monitoring.
- Use of reasonable force in schools
- West Midlands Child Protection Procedures
- 'What to do if you're worried a child is being abused' DfE (2015)
- Worcestershire Children First Domestic abuse guidance
- Worcestershire Children First Levels of Needs Guidance
- Worcestershire Children Missing Education Procedures

3. Statutory Requirements

3.1. Chadsgrove School will ensure that it complies with its' duties under all relevant legislation. The school will ensure this policy and procedures are effective and comply with the law at all times. The school will also ensure that Parent Carers as well as other stakeholders are aware of this policy, for example, by displaying appropriate information in the reception area and on the school website and by raising awareness at meetings.

3.2. It is expected that this policy is followed and adhered to in all situations and circumstances when the safeguarding of pupils is at stake

4. Safeguarding Commitment

4.1. Safeguarding and promoting the mental, emotional, and physical welfare of children and young people is a fundamental priority for all who work or volunteer at Chadsgrove School. Consequently, anyone who comes into contact with pupils at the school has a role to play in safeguarding and child protection.

4.2. Safeguarding covers more than the contribution made to child protection in relation to pupils. It also encompasses, but is not limited to, issues such as:
- Staff conduct
- Health and safety and building security
- Bullying and child-on-child abuse
- Sexually harmful behaviour
- Provision of intimate care
- Alcohol, drugs, and substance misuse.
- Positive behaviour management.
- Physical intervention and restraint (reasonable force).
- Online safety

4.3. Chadsgrove School recognises that some children are living in circumstances that may make them more vulnerable to abuse, neglect, exploitation, or poor outcomes. Some may need early help or intervention from other organisations to overcome problems and keep them safe. Appropriate

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consideration is made for Children who are Looked After and/or those with Special Educational Needs or Disabilities.

4.4. At Chadsgrove School it is recognised that, because of the day-to-day contact with children and young people, staff and volunteers are well placed to observe signs of harm, abuse, neglect, child-on-child abuse, victimisation and /or exploitation. It is recognised that pupils may not be ready to talk about their experiences of abuse, exploitation, or neglect as they do not see this as harmful. Therefore, the school will ensure arrangements are in place to safeguard and promote the welfare of children by:
- Creating a culture of safeguarding by embedding robust policies and procedures where all children feel secure, are encouraged to talk, and are listened to
- Maintaining a 'Zero Tolerance' to child-on-child abuse, including sexually harmful behaviour, racism, and homophobia
- Ensure all children and young people know the adults who they can approach if they have worries
- Teaching pupils to keep themselves safe from all forms of abuse, including child sexual exploitation, criminal exploitation, female genital mutilation, forced marriage, extremism, radicalisation and child-on-child abuse
- Maintaining an ethos of 'It Can Happen Here'

4.5. Chadsgrove supports its' staff by:
- Providing effective, ongoing training and development
- Addressing concerns and making robust referrals to other agencies, at the earliest possible stage, including the acceptance of the regulation around mandatory reporting
- Developing effective links with relevant agencies in all matters regarding safeguarding and child protection, proactively sharing information as early as possible to support pupils and their families
- Monitoring and supporting children and young people who are subject to child protection plans, contributing to the implementation of the plan
- Keeping meticulous, written records of concerns about children and young people, even where there is no need to refer the matter immediately ensuring all records are kept securely. Records will include:
  - A comprehensive summary of concerns.
  - Details of the concern.
  - What action was taken and any follow-up.
  - Actions taken and outcomes.
- Ensuring the suitability of all staff through safe recruitment practice
- Ensuring all our staff and volunteers understand their responsibilities with regard to safeguarding and child protection
- Ensuring that Parent Carers understand the responsibility placed on Chadsgrove School and its staff for safeguarding and child protection
- Maintaining awareness of those children and young people who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols
- Maintaining clear procedures for reporting Low Level Concerns and allegations against staff members.

4.6. It is recognised that children and young people who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. Chadsgrove School may be the only stable, secure, and predictable element in the lives of children at risk and will support all children through:
- Appropriate staff conduct, in line with the policy
- Relevant curriculum design and implementation to teach pupils about staying safe at all times, including when they are online
- Daily practice underpinned by our school ethos, vision, and values
- Consistent implementation of Health & Safety, Anti-bullying, Safer Recruitment, Behaviour and Online safety policies and related practice

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- Close and proactive liaison with other agencies such as social care, Child and Adult Mental Health Service, Education Welfare and Psychology Services

4.7.   Chadsgrove School will follow the threshold guidance of [Worcestershire County Council Multi Agency Levels of Need](#) and implement their systems and protocol for referring families for early help and reporting child protection concerns. DSLs will ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates.

4.8.   In the event of an actual or suspected case of child abuse by any adult, including Parent Carers, it is the responsibility of staff to report this to the Designated Safeguarding Lead (DSL) as an immediate action. A qualified DSL will be available to discuss any safeguarding concerns and take appropriate steps to ensure the child's safety. The DSL is responsible for ensuring that children are identified, and the appropriate agency is involved at the earliest opportunity.

4.9.   All staff at Chadsgrove use CPOMS to record their concerns about a child but are also expected to discuss their concerns with the DSL. The DSL is a member of the Senior Leadership Team, and the role is referenced in their job description. During term time and normal school hours, a DSL will always be available in school. For the majority of time, this will present as a DSL being on site.

4.10.   In exceptional circumstances during normal school hours, and for after-school provision, access to the DSL may be by a phone. Relevant colleagues will be provided with the number for ease of access.

4.11.   During any holiday club style provision run by Chadsgrove School, access to a DSL will be through a phone call. Safeguarding and child protection concerns should be risk assessed when planning any off-site or residential visits. At Chadsgrove, a list of those students taking part in any trip will be passed to the DSL to ensure that staff are made aware of all essential information relating to the students in their care.

4.12.   The DSL will attend any reviews called by the Local Authority and may call on appropriate members of staff for reports.

4.13.   It is important that if staff overhear pupils discussing 'abuse', 'neglect' or 'exploitation' that this information is relayed following the correct procedure to enable an investigation to take place.

4.14.   The safeguarding team meet weekly to confidentially discuss pupils who are identified as vulnerable. This will be to assess the levels of support and intervention required and to ensure those most vulnerable are contacted when absence is unauthorised or otherwise agreed as part of a plan or placement. Staff will try all available contact numbers for family members including emergency contacts. Unanswered calls will be reassessed by the DSL with further discussion with the safeguarding team to consider the next steps such as home visit.

5.   Responsibilities

5.1.   Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

5.2.   Knowing what to look for is vital to the early identification of abuse, neglect or exploitation and if staff are unsure, they should always speak to the DSL or deputy – if in exceptional circumstances, the DSL (or deputy lead) is not available, staff should consider speaking to a member of the SLT or contacting the local Children's Social Care Team. All actions that are completed in the absence of a designated safeguarding person should be shared with them at the very earliest opportunity.

5.3.   **The Governing Body** will determine and keep under review safeguarding policy and practice at Chadsgrove School.

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5.4. **The Head of School,** with the support of the DSLs will, ensure that:
- All staff remain vigilant to signs harm and abuse, are able to identify students for whom there are child protection concerns and can make appropriate referrals- including to early help services where necessary
- A culture of listening to children and young people is actively encouraged, with staff considering their wishes and feelings and making the most of every opportunity to gather and respond to their concerns
- Educational outcomes are promoted and progress tracked for all vulnerable children, but specifically those in need of a social worker or were previously known to social services.
- A consistent approach to behaviour is delivered through the policy principles
- All staff and volunteers are trained sufficiently, so they have the skills, knowledge and understanding necessary to keep children safe at all times - whether on site, attending alternative provision, participating in off-site educational visits, or work-related learning; the school will follow the guidance on Keeping Children Safe in Out-Of-School Settings which details the safeguarding arrangements that schools should expect providers to have in place
- KCSIE guidelines for effectively managing SEND and safeguarding are in place, including the 2025 updates in this area
- Appoint a designated teacher to promote the educational achievement and welfare of children who are looked after and previously looked after children
- There is a deputy DSL in place to add capacity and ensure sustainable provision
- Consideration is given to the range of responsibilities the DSL undertakes e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences
- Contact and role details of the DSL and Deputy DSL are clearly displayed in staff areas, the staff handbook and website (along with this policy)
- Safer recruitment practice is followed when recruiting to posts, and ensure appropriate action is taken when an allegation is made against a member of staff
- The school offers a safe environment through effective implementation of its' health and safety policy to meet the statutory responsibilities for the safety of pupils and staff

5.5. The **Designated Safeguarding Lead** is responsible for:
- Maintaining both a strategic and operational approach to safeguarding
- Being available term time during school hours (or the deputy DSL in their absence) for staff or volunteers to discuss any safeguarding concerns
- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head of School appraised
- Ensuring the school safeguarding policy and practice is relevant and consistent with the most recent statutory guidance
- Being aware of the latest national and local guidance and requirements and keeping the Head of School and staff informed as appropriate
- Attending accredited, enhanced training to fulfil the role at least yearly
- Completing the school safeguarding training for all staff
- Ensuring that appropriate training for staff is organised according to the agreed programme with the Head of School and renewed through ongoing professional development
- Ensuring families are fully aware of the school safeguarding policies and procedures and kept informed and involved
- Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to a pupil
- Ensuring that all staff understand the main indicators of child abuse, neglect and exploitation, including for looked after children and children with special educational needs (SEN) and disabilities and are cognisant of the additional safeguarding concerns that can arise.

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- Maintaining details of any looked after child's social worker and the name of the virtual school head (in the authority that looks after the child)
- Working with the Designated Teacher to ensure that the Virtual School Head delivers funding that can be best used to support the progress of looked after children at the academy and meet the needs identified in the child's personal education plan
- Ensuring that online-safety actions promote safeguarding, including taking the lead responsibility for online safety and understanding the filtering and monitoring systems in place
- Liaison with the Senior Mental Health Lead, and the local Mental Health Services as appropriate
- Dealing with allegations of abuse in accordance with local and statutory procedures
- Having an awareness of the requirements around the role of the Responsible Adult under PACE requirements
- Supporting staff in liaising with other agencies and setting up an inter-agency assessment, if early help is appropriate
- Ensuring that adequate reporting and recording systems are in place
- Ensuring relevant records are passed on appropriately when students transfer to other schools or are being educated at alternative provision or off-site education
- Being aware of children who are, or who may be, living in a private fostering arrangement, and informing the local authority where required to support the welfare and safety of the child
- Providing guidance and advice on the management of child-on-child sexual abuse incidents
- Tracking the progress, attainment and aspirations of children currently known to, or previously known to, social care
- Ensuring accurate vulnerability recording, with the submission of safeguarding data as required

5.6. The Designated and Deputy Designated Safeguarding Lead meet regularly with the rest of the Senior Leadership Team to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work, including where the DSL has acted as a 'Responsible Adult' under PACE legislation. Information shared at these meetings is included in the Senior Leadership team meeting minutes, stored securely on a designated space within the school network. These meetings are evidenced by minutes added to. Other key staff will be invited as appropriate.

5.7. **All staff working at Chadsgrove School (including visiting staff)** must:
- Follow the guidance set out in this policy
- Observe and comply with the staff code of conduct
- Attend all relevant training and development provided by Chadsgrove School
- Complete induction training
- Read KCSIE '25 Part 1 and Annex 'B' if working directly with children.
- Read KCSIE '25 Annex A if not working directly with children
- Know how to deal with a disclosure
- Report instances of actual or suspected child abuse, neglect or exploitation to the DSL or in their absence, the Deputy DSL
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse
- Know the Designated and Deputy Safeguarding Lead's name and contact details, including telephone numbers and email
- Be aware of factors that may increase a child's vulnerability and indicate a need for help or support.
- Be aware of the early help process

5.8. The procedure to follow if there are any concerns about a child's welfare is outlined on the next page.

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6. Training

All staff (including regular volunteers and supply/casual staff)

6.1.   Child abuse exists where children have been physically or emotionally abused, including severely neglected. This abuse can include all aspects of Child Criminal Exploitation including Sexual Exploitation, County Lines and Modern-Day Slavery. The abuse of children who attend Chadsgrove is likely to be noticed by staff, health workers or other professionals who come into contact with them. It is essential, therefore, that all those whose work bring them into contact with pupils and their families are trained to recognise abuse from within families or extra-familial risk. This means that, at Chadsgrove, staff are expected to know the signs of child abuse and be aware of the procedures that must be followed to safeguard pupils and their siblings.

6.2.   When staff join Chadsgrove they are informed of the safeguarding pupils' arrangements. They will be given a copy of:
- This policy including its appendices
- The school's safeguarding response to children who are absent from education for prolonged periods and/or repeated occasions
- The pupil behaviour policy
- Part 1 of Keeping Children Safe in Education 2025
- Annex A of Keeping Children Safe in Education 2025

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- The school's code of conduct
- They will also be told who the DSL is, who acts in their absence and what this role includes.

Staff are required to sign a form stating that they have read and understood each of these documents.

6.3.   As part of the induction process new staff who start at Chadsgrove mid-year will access on-line level one safeguarding training until they can attend the next face to face session.

6.4.   All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care or to the Police.

6.5.   Through training, all staff are aware of systems within Chadsgrove which support safeguarding including:
- The Safeguarding and Child Protection Policy
- The Staff Code of Conduct
- The safeguarding response to children who are absent from education for prolonged periods and/or repeated occasions
- The role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies)
- An awareness of the signs and symptoms of abuse and neglect as well as specific safeguarding issues
- Online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- The local early help process and their role in it
- How to manage a disclosure from a pupil, including an understanding that they should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child
- How to manage the requirement to maintain an appropriate level of confidentiality
- When and how to record a concern about the welfare of a child
- The process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17(children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- The government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas
- Advice on safe working practice

6.6.   This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach, wider staff training, locality issues and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
  o Manage behaviour effectively to ensure a good and safe environment
  o Have a clear understanding of the needs of all pupils

6.7.   Training will generally take the form of yearly face to face training and on-line level one safeguarding training as necessary. Face-to-Face training will be delivered at the start of each academic year. In addition, all staff receive safeguarding and child protection updates, including online safety, (for example, via email, e-bulletins, staff briefings and staff meetings), as required, to provide them with the relevant skills and knowledge to safeguard children effectively

The DSL and Deputy/Assistants
6.8.   The Designated Safeguarding Lead and any deputies/assistants undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every year and is provided through a Service Level Agreement (SLA) held with Brightcore Consultancy. In addition to their formal training, their knowledge and skills is also updated, for example, via e-

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bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments. This occurs at regular intervals, and at least annually, in order to keep up with any developments relevant to the role.

6.9.   The DSL team will be appropriately trained and demonstrate attendance at Local Authority and Multi-agency Safeguarding Arrangements meetings. The DSL and Deputy Safeguarding Leads will also attend local authority led network meetings and relevant training as per KCSIE 2025 for their required CPD. They will also undertake Prevent awareness training and any other training (for example, Management of Allegations of Abuse or Domestic Abuse) in order to effectively support all pupils or students and staff

6.10.   The DSL will share local contextual safeguarding issues through staff briefings.

6.11.   The training provided enables the DSL to:
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority children's social care referral arrangements
- Have a working knowledge of how local authorities conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff
- Be alert to the specific needs of individual children
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations
- Understand the importance of information sharing, both within school and with the three safeguarding partners, other agencies, organisations and practitioners
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Governors

6.12.   All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:
- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support Chadsgrove to deliver a robust whole-school approach to safeguarding

6.13.   As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Head of School, they receive training in managing allegations for this purpose.

Staff involved in Recruitment

6.14.   At least one person conducting any interview for any post at Chadsgrove will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

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7. **Child-on-Child Abuse and Harmful Sexual Behaviour (Appendices G and I)**

7.1. It is important that staff at Chadsgrove School can recognise that:
- Children are capable of abusing other children, and that this can include physical abuse, sexting, initiation/ hazing, sexual violence, and harassment.
- There is a gendered nature to child-on-child abuse, i.e., that it is more likely that girls will be victims and boys' perpetrators but that this is not always the case.
- The impact of sexual violence, and the fact children/young people can, and sometimes do, abuse their peers in this way. It can happen both inside and outside of the school.

7.2. The values, ethos and behaviour policies of Chadsgrove School provide the platform for staff and pupils to clearly recognise that abuse is abuse and it will never be tolerated or diminished in significance.

7.3. 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 or interfering with someone's clothes; it is important to consider when any of this crosses a line into sexual violence and to talk to and consider the experience of the victim
- Displaying pictures, photos, or drawings of a sexual nature
- Upskirting (this is a criminal offence)
- Online sexual harassment; this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence

7.4. When referring to sexual violence this policy is referring to Sexual offences under the Sexual Offences Act 2003 as described below:
- **Rape:** A person (A) commits an offence of rape if: there is intentional penetration of 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, anus, or mouth 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

7.5. 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. Consent can be withdrawn at any time during sexual activity and each time activity occurs. It is important to note that:
- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

7.6. Chadsgrove School will:
- Not tolerate incidences of child-on-child abuse (including consensual or non-consensual sexting) or pass it off as "banter", "just part of growing up" "or "just having a laugh.". All incidences will be taken seriously
- Lead a culture of 'it could happen here' regardless of whether incidents are reported or not
- Challenge behaviours which create a hostile, intimidating, or degrading environment
- Follow both national and local guidance and policies to support any children/young people subject to child-on- child abuse, including sexting (also known as youth produced sexual imagery) and gang violence. We will also utilise the search and confiscation guidance produced by the DfE. Searching, screening and confiscation in schools - GOV.UK

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- Follow the guidance on managing reports of child-on-child sexual violence and sexual harassment in schools
- Report episodes of 'up- skirting': Up-skirting is typically defined as taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- Consider the support required by those falsely accused of child-on-child abuse
- Take all disclosures seriously with those making the disclosure kept safe, their anonymity protected when appropriate, and ensuring pupils will never be made to feel like they are creating a problem for reporting abuse
- Consider taking positive action to support a specific group of children and young people if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment. The school will ensure staff are aware of how these experiences can impact on a child's mental health, behaviour, attendance, and progress at school.

8. Emotional Health and Well Being and Mental Health Support

8.1.   It is acknowledged that mental health problems can, in some cases, be an indicator that a child or young person has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

8.2.   At Chadsgrove, trained staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. However, it is made clear to staff that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

8.3.   Chadsgrove School has an important role to play in supporting the mental health and wellbeing of all pupils. This means that the school will:
- Ensure that all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Consider the impact of adverse childhood experiences (ACE's) and acknowledge that these can have a lasting impact throughout childhood, adolescence and into adulthood
- Ensure that there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensure pupils are supported to have the skills and understanding to keep themselves and others physically and mentally healthy and safe. This forms a part of the RSE and PSHE curriculum.
- Be vigilant for signs of emotional well-being concerns. These may include:
  o Physical signs of harm that are repeated or appear non-accidental.
  o Changes in eating/sleeping habits.
  o Increased isolation from friends or family, becoming socially withdrawn.
  o Changes in activity and mood.
  o Lowering of academic achievement.
  o Talking or joking about self-harm or suicide.
  o Abusing drugs or alcohol.
  o Expressing feelings of failure, uselessness, or loss of hope
  o Take any warning signs seriously

8.4.   In order to ensure the above:
- Content of lessons will be determined by the specific needs of pupils. There will always be an emphasis on enabling students to develop skills to seek help for themselves and others
- The DSL works with the mental health lead in school to ensure all needs are met
- The DSL will liaise with Children's Social Care to ensure that the appropriate approach is taken to safeguarding children most at risk

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8.5. Chadsgrove has access to a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies.

8.6. If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken. Chadsgrove offers mental health training to staff and mental health is always considered as a part of face-to-face safeguarding training each September. This helps to ensure that staff are able to recognises when a pupil may require support

8.7. Chadsgrove School will work closely with parent carers to support the whole family, unless to do so places the pupil at additional risk. The school will also provide clear means for parent carers to contact the Senior Mental Health Lead if they have further questions and arrange a follow up meeting or phone call as parent carers often have many questions as they process the information. To support parent carers at the end of each meeting staff will agree on the next steps and always keep a brief record of the meeting on the pupil's CPOMS file.

9. Online Safety, Filtering, Monitoring and the Use of Mobile Phones (Appendix J)

9.1. Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities, which are inappropriate or possibly illegal. Chadsgrove School, therefore, recognises its' responsibility to educate its' pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

9.2. Where pupils have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G) as well as the risk of distraction from learning, the possibility exists for cyber-bullying, inappropriate searches and sharing images.

9.3. It is recognised that the online risks fall into 4 main categories:
- **Content**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact**: being subjected to harmful online interaction with other users.
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm.
- **Commerce**: - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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

9.5. It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, Chadsgrove and its Governing Body ensures appropriate procedures, filters and monitoring systems are in place in accordance with the following:
- Online Safety and Acceptable Use policy
- Mobile Phone policy
- Web Filtering and Device Monitoring through Smoothwall filtering and SENSO monitoring software
- School iPads or other such devices having the Safer Schools app installed and activated.

- An audit of effective filtering through weekly filter reports and immediate alerts or potential issues to the DSL

9.6.   To meet the schools aims and address the risks above, Chadsgrove will:
- Educate pupils or students about online safety as part of the curriculum, for example, the safe use of social media, the internet and technology and how to report any incidents of cyber-bullying, including where they're a witness rather than a victim
- Train staff, at least once per year, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring
- Educate Parent Carers about online safety and school procedures via the school website, communications sent directly to them and during parents' evenings
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that staff are allowed to bring their personal phones to school for their own use, but use is limited to non-contact time, in the staff room when pupils or students are not present and that staff are not allowed to take pictures or recordings of pupils or students on their personal phones or cameras
- Make all pupils, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet at Chadsgrove, use of these ICT systems and use of their mobile and smart technology
- Explain the sanctions that will be used if anyone is in breach of the policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and Parent Carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Carry out an annual review of the approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by the school community

9.7.   Chadsgrove will ensure that all staff:
- Understand their role
- Are appropriately trained
- Follow policies, processes, and procedures
- Act on reports and concerns
- Work to clear guidance ensuring safe and effective online learning

9.8.   Chadsgrove ensures online safety is a running and interrelated theme whilst devising and implementing policies and procedures including how online safety is reflected in other relevant policies. The school considers online safety whilst planning the curriculum, any staff training, the role and responsibilities of the DSL and engaging with parent carers to raise awareness in order to support their children and young people.

9.9.   The DSL will take lead responsibility for online safety and understanding the filtering and monitoring systems in place. All staff will receive appropriate online safety training which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.

9.10.   The DSL will oversee the delivery of the online-safety curriculum ensuring:
- Safeguarding is maintained.
- Online safety is included in curriculum provision
- Pupils are taught about safeguarding, including online and the use of mobile phones, through teaching and learning opportunities, with specific reference to age-related guidance, bearing in mind the majority of pupils at Chadsgrove have significant learning needs.

9.11.   Technology, and the risks and harms related to it evolve and change rapidly. Chadsgrove School will carry out an annual review of its approach to online safety that considers and reflects the risks pupils face. The use of Artificial Intelligence (AI) is a new and developing field and the implications

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within safeguarding will be closely monitored over the next year and the appropriate response will be led within the school to ensure that it has the appropriate level of security protection procedures in place in order to safeguard our systems. Chadsgrove will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To support this it uses guidance from the [National Education Network](#). In addition, support is accessed from the [Cyber security standards for schools and colleges.GOV.UK](#).

9.12.   Chadsgrove also uses the DfE's '[Plan technology for your school service'](#) to self-assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them.

9.13.   Chadsgrove does all it reasonably can to limit children's exposure to online risks from the school's IT system. As part of this process, the Governing Body ensures that the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. Such filters are in place to prevent access to unsuitable sites and enables the monitoring of the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported. The Governing Body also:

- Ensures the school has appropriate filters and monitoring systems in place and regularly review their effectiveness.
- Through training, in line with KCSIE 2025, ensures that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.
- Considers the age range of the children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

9.14.   The DSL will monitor the results of web blocking and monitoring software to ensure that pupils work safely and are protected from terrorist or extremist material, cyber-bullying, cyber-crime, sexting, offensive user/trolling, vulnerable user over sharing and grooming.

9.15.   Chadsgrove will follow the DfE filtering and monitoring standards to:

- Review filtering and monitoring provision at least annually.
- Block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Have effective monitoring strategies in place that meet their safeguarding needs.

9.16.   Whilst it is essential that Chadsgrove ensures that appropriate filters and monitoring systems are in place, there is flexibility through the set-up of Senso Cloud to prevent "over blocking" leading to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

9.17.   In line with Chadsgrove's general policy on the use of mobile phones and technology such as smart watches with cameras that have the ability to record images, these are not permitted in classrooms/bathrooms or any other areas frequented by pupils.

10. Child Sexual Exploitation and Child Criminal Exploitation (Appendices B and C)

10.1.   Child Criminal Exploitation is a coverall heading for the following issues:

- Child Sexual Exploitation
- County Lines
- Child Trafficking & Human Slavery

10.2.   Chadsgrove views any pupil (0-17 years) as victims of Child Criminal Exploitation and not as perpetrators and will advocate for our pupils to be viewed as children in all circumstances, avoiding the adultification of our older teenage pupils. School staff also recognise the vulnerability of pupils who have attained the age of 18 due to their complex learning needs.

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10.3.	Child Sexual Exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. It is a problem that occurs for boys as well as girls.

10.4.	Sexual Exploitation can take many forms ranging from the completely inappropriate 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation, or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

10.5.	County Lines Gangs use children and vulnerable people to move drugs and money. Gangs establish a base, typically by taking over the homes of local vulnerable adults by force or coercion, in a practice referred to as 'cuckooing.' One of the key factors found in most cases of County Lines is the presence of some form of exchange (e.g., carrying drugs in return for something). Where it is the victim who is offered, promised, or given something they need or want, the exchange can include both tangible (such as money, drugs, or clothes) and intangible rewards (such as status, protection or perceived friendship or affection).

10.6.	If staff suspect that a child is a victim of County Lines exploitation, they must follow the school procedures for reporting child protection concerns and report to the DSL immediately. The DSL will refer to the Worcestershire levels of need guidance to assess if a referral to Worcestershire County Council Family Front Door is required. Additionally to this, they are requested to complete a GET SAFE risk assessment (Get Safe | Worcestershire County Council) immediately and share any further intel with West Mercia police.

10.7.	Chadsgrove School will ensure it keeps up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice, and resources via GET SAFE, Worcestershire County Council multi agency exploitation team.

11. Children Missing from Education

11.1.	Children Missing from Education are defined as children of compulsory school age who are:
- Not registered at a school
- Not receiving suitable education otherwise than at a school (EOTAS)

11.2.	Children Absent from Education are defined as children of compulsory school age who are:
- Registered at a school but not attending for significant periods of time

11.3.	At Chadsgrove, attendance, absence and exclusions are closely monitored. A child missing or absent from education is a safeguarding concern as it is a potential indicator of abuse or neglect. School staff are expected to follow the schools' procedure for dealing with children that are absent or missing from education as this helps to identify the risk of abuse and neglect (including sexual exploitation and female genital mutilation).

11.4.	Chadsgrove School will inform the Local Authority where a child or young person is missing from education and/or absence is irregular. Chadsgrove will provide information to the local authority when removing a child from school roll as per local Worcestershire County Council and statutory guidance:
- Statutory guidance children missing in education
- Attendance and Children Missing Education (CME) | Worcestershire County Council

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11.5. The Attendance Lead, who is also the Designated Safeguarding Lead manages risks and ensures multi-agency collaboration, where necessary, so that pupils receive the appropriate level of help or intervention in order to ensure that they attend school regularly.

11.6. There may be particular concerns with regard to the absence of pupils who are subject to Child in Need or Child Protection Plans and the school office are made aware of any pupils whose absence needs to be escalated immediately rather than progressing through the usual absence procedures. The Designated Safeguarding Lead makes a decision with regard to who these pupils are and informs both the office staff, class teachers and the Senior Leadership Team accordingly.

11.7. If a new pupil fails to attend on the agreed or notified date, the school will undertake reasonable enquiries to establish the child's whereabouts and notify the Local Authority at the earliest opportunity.

12. Elective Home Education

12.1. Where a parent carer notifies the school in writing that they are home educating, Chadsgrove will delete the child's name from the admission register and inform the local authority.

12.2. Where a parent carer has expressed their intention to remove a child from school with a view to educating at home, Chadsgrove will work together to coordinate a meeting, where possible, to enable informed decisions to be made in the best interests of the child or young person. Where a child has additional vulnerabilities, the school will assess the impact to risk that elective home education may add, and collaborate with partners and parent carers to ensure this is fully understood and informs assessments or plans.

12.3. On all occasions, where a pupil is potentially going to be removed from the register, SEND services at the pupil's local authority will also be consulted. This is standard procedure where a pupil has (or is likely to require) an EHC plan.

13. Homestay Exchange Visits

13.1. Chadsgrove does not currently arrange homestay exchange visits either in the UK or abroad.

13.2. Should this situation change in the future:
- If Chadsgrove arranges for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults would be considered to be in regulated activity for the period of the stay. In such cases, the school, as the regulated activity provider, would obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults. Where criminal record information is disclosed, the school would consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school would consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.
- If Chadsgrove arranges a homestay visit abroad. the school would liaise with partner schools to discuss and agree the arrangements in place for the visit. The school would consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school would use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils would be provided with emergency contact details to use where an emergency occurs, or a situation arises that makes them feel uncomfortable.

13.3. Where a parent or pupil arranges their own homestay, this is a private arrangement, and the school would not be the regulated activity provider.

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14. **Violence against women and girls including Honour-Based abuse, including Female Genital Mutilation and Forced Marriage (Appendix E)**

14.1. Where HBA affects children and young people it is a child protection issue. It is an abuse of human rights.

14.2. Children and young people who suffer Honour Based Abuse are at risk of significant harm through physical, sexual, psychological, emotional harm and neglect. In some cases, they are also at risk of being killed. Some reasons that have been given for HBA are:
  - Protecting family 'honour'
  - To control un-wanted behaviour and sexuality, including perceived promiscuity or being lesbian, gay, bisexual, or gender questioning
  - Strengthening family links
  - Protecting perceived cultural and/or religious ideals
  - Preventing unsuitable relationships
  - Assisting claims for residence and citizenship in the UK
  - Perceived immoral behaviour, for example, make-up or dress, use of a mobile phone or inter faith relationships

14.3. Staff at Chadsgrove School have received appropriate training and where staff identify HBV the DSL will refer to Children's Social Care, the Police, and the National Forced Marriage Unit promptly.

14.4. Female Genital Mutilation (FGM) is a criminal offence – it is child abuse and a form of violence against women and girls and therefore should be treated as such. Since October 2015, all schools have been subject to a mandatory reporting duty. This means that, at Chadsgrove, we ensure:
  - Staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible
  - Staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation

14.5. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. Four types of procedure:
  - Type 1 Clitoridectomy – partial/total removal of clitoris.
  - Type 2 Excision – partial/total removal of clitoris and labia minora.
  - Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia.
  - Type 4 all other procedures that may include: pricking, piercing, incising, cauterising, and scraping the genital area.

14.6. When a teacher discovers that an act of FGM has been carried out on a girl aged under 18 or has been told by a girl that she has had FGM, that teacher has a statutory duty to report it to the Police. Failure to report such cases MAY result in disciplinary sanctions.

14.7. The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

14.8. Any member of staff who suspects a pupil is at risk of FGM, suspects that FGM has been carried out or discovers that a pupil appears to have been a victim of FGM, including those pupils aged over 18 should speak to the DSL and follow the local safeguarding procedures

14.9. Staff at Chadsgrove understand they could potentially play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, which focus on the role of schools and colleges. Staff can contact the Forced Marriage Unit if they need advice or information (020 7008 0151 or email fmu@fco.gov.uk). In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

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15. Domestic Abuse (Appendix D)

15.1.   Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

15.2.   The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

15.3.   Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of gender identity, age, ethnicity, socio-economic status, sexuality or background, and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

15.4.   Experiencing domestic abuse 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. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse.' Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

15.5.   If staff identify a victim of domestic abuse as being high risk, the DSL will consider a referral to MARAC (Multi Agency Risk Assessment Conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults, and the management of offenders. Chadsgrove will continue to provide help and support to safeguard children during this process. A MARAC does not replace a referral to children's social care.

15.6.   Chadsgrove School receives Operation Encompass Notifications. Operation Encompass highlights that a Domestic Abuse Incident has taken place, and the police have been called. As part of the support following these notifications, the DSL will ensure that staff maintain a close eye on the child, informing them of any changes with regards to their behaviour, and reporting and recording anything out of the ordinary.

15.7.   Operation Encompass is working well in Worcestershire Schools and Worcestershire County Council successfully send DA notifications to schools. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse involving children in the household, Worcestershire County Council is notified. The Council then informs the school's DSL before the child or children arrive at school the following day. This information sharing ensures that relevant information about the child's circumstances is received in a timely manner, enabling the school to provide support to the child according to their needs.

15.8. On receiving Operation Encompass information relating to domestic abuse, the DSL will:
- Log the information and keep the record alongside other information/concerns that the school has on this child/family, with all other confidential CP records in a secure place (CPOMS). This will allow the school to recognise any pattern and/or frequency of notifications and take appropriate action
- Inform any staff of the notification on a 'need to know' only basis
- Monitor pupil behaviour in school (including attendance) and should concerns arise which may be attributed to the impact of the incident, consult with Social Care through the Access Centre as the concerns may be significant and lead to new safeguarding action, or to seek advice on how to proceed
- Provide appropriate support for the pupil, **if required** but do not question the pupil about the incident. Respect the pupil's decision on whether or not they wish to discuss the situation.
- Provide appropriate support for the adult, **if asked** – e.g. helpline number (0800 980 3331)

16. Safeguarding Pupils who are at Risk of Extremism (Appendix H)

16.1. The Prevent Strategy aims to stop people becoming terrorists or supporting terrorism. While it remains rare for children to become involved in terrorist activity, Chadsgrove recognises that some can be exposed to terrorist and extremist influences, or prejudiced views, from an early age.

16.2. As with other forms of safeguarding strategies, early intervention is always preferable. Chadsgrove are committed to working with the local authority and other local partners, families, and communities to play a key role in ensuring young people and our communities are safe from the threat of:
- **Extremism** – such as the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** – the process of a person legitimising support for, or use of, terrorist violence.
- **Terrorism** –an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

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

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

16.5. All staff at Chadsgrove recognise the need to be alert to changes in children and young people's behaviour which could indicate that they may need help or protection.

16.6. Staff will use the Prevent Risk Assessment and their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL as they would for any other safeguarding concern and record their concerns on

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CPOMS. In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel Panel Channel guidance for screening and assessment. Chadsgrove will ensure that the DSL completes local training on the locality risks, and these will be cascaded to school staff

16.7. At Chadsgrove, Prevent training will be part of the annual CPD programme delivered by the DSL. Due diligence checks will be undertaken by the school on any organisation that uses its facilities. These checks will include online checks and/or references. Additionally, visitors are not left alone with pupils.

17. Pupils with Additional Needs or Vulnerabilities (Appendix K)

17.1. There are many children who have additional needs or whose living arrangements may mean that they are more susceptible to harm. These can include children with SEND, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children.

17.2. Chadsgrove recognises that pupils or students at Chadsgrove, as a result of their SEND or health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than other children. Additional barriers can exist when recognising abuse and neglect with pupils or students at Chadsgrove, including:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration
- Children with SEND can be disproportionally impacted by behaviours such as bullying without outwardly showing any signs being more prone to peer group isolation than other children
- No single point of contact for the school as a child has a number of care-givers and involved professionals
- Assumptions that state approved care-givers are providing safe care for the child
- The communication needs of a child, which can lead to over reliance on parental accounts and interpretations.

17.3. All staff receive training about the specific needs of children with disabilities. This includes recognising the difficulties with recognising abuse, communicating worries/concerns and the need for professional curiosity. All staff know that they need to report any concerns, however small.

17.4. School staff will consider extra pastoral support and attention for any child with SEND or health issues, along with ensuring appropriate support for communication is in place. Staff will make reference to the SEND Code of Practice, the document 'supporting pupils with medical conditions in school' and will also consult specialist organisations such as SENDIASS, The council for Disabled Children and MENCAP, as necessary.

17.5. For those pupils with additional needs or who identify as lesbian, gay, bisexual or gender questioning, Chadsgrove School acknowledges the increased safeguarding issues that can occur and will put in place additional pastoral support and attention, along with ensuring any appropriate support for communication is in place.

18. Contextualised Safeguarding Concerns (Appendix M)

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

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18.2.   At Chadsgrove School it is important to ask, 'what are we protecting our children from' and consult with the Local Authority, Staff and Pupils for their views. This means that, at Chadsgrove, all staff will be made aware of specific issues relating to locality that could impact on the safety of children.

18.3.   Chadsgrove will ensure all staff receive regular safeguarding briefings to keep them up to date and have the opportunity to share community issues that may impact the pupils at school. This information will also be considered within the curriculum planning of PHSE/RSE.

19. Pupils with a Social Worker

19.1.   Many pupils at Chadsgrove need social worker support in order to access services such as short breaks or care packages that are necessary as a direct result of their disability. Other pupils may need social worker support due to safeguarding or welfare needs. The DSL and all members of staff are expected to work effectively with social workers in order to support pupils regardless of the reason that they require their support.

19.2.   The Local Authority is able to share the fact a child has a social worker, and the Designated Safeguarding Lead holds and uses this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This is considered as a matter of routine at Chadsgrove. The DSL and deputies are aware of who these pupils are and are alert to the need to offer support to them as necessary.

20. Looked-after and Previously Looked-after Pupils

20.1.   Chadsgrove will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, the school will ensure that:
   - Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
   - The DSL has details of children's social workers and relevant virtual school heads

20.2.   Chadsgrove have appointed a Designated Teacher, Angela Macvie who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

20.3.   The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

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

20.5.   Chadsgrove recognises that a previously looked after child potentially remains susceptible and therefore ensures that all staff have the skills, knowledge and understanding to keep previously looked after children safe.

20.6.   The Designated Teacher will obtain details of the Local Authority Personal Adviser appointed to guide and support each care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

21. Positive Physical Intervention / Use of Reasonable Force

21.1.   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

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actions used by staff that involve 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.

21.2. Chadsgrove School's policy on positive handling is set out in the Policy for Positive Physical Intervention (Policy 71). It acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

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

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

21.5. Staff who are likely to need to use physical intervention will be appropriately trained, completing a recognised accredited course

21.6. Incidences of physical intervention will be recorded in the physical intervention 'red bound book'. Additionally, these will also be recorded on CPOMS.

21.7. Chadsgrove recognises that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries. Additionally, the school recognises that the adoption of a 'no contact' policy could leave staff unable to fully support and protect pupils or students.

22. Allegations Against Staff members and Low-Level Concerns

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

22.2. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
- Being over friendly with children
- Having favourites
- Taking photographs of children on their mobile phone, contrary to school policy
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- Humiliating pupils or students

22.3. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

22.4. Low-level concerns may arise in several ways and from a number of sources, for example, suspicion, complaint or disclosure made by a child, parent carer or other adult within or outside of the organisation or as a result of vetting checks undertaken.

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22.5. It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings

22.6. Concerns about members of staff should be raised with the Head of School.

22.7. Concerns about the Head of School should be raised with the Chair of Governors.

22.8. The Governing body has policies and processes to deal with any concerns (including allegations) which do not meet the harm threshold; these are referred to as 'low-level' concerns.

23. Safeguarding in the Curriculum

23.1. Chadsgrove School plays a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares learners for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, hate focused on lesbian, gay, bisexual or gender questioning, issues and sexual violence/harassment. This is underpinned by Chadsgrove's behaviour policy and pastoral support system, as well as by a planned programme of RSHE delivered in regular timetabled lessons and reinforced throughout the whole school curriculum.

23.2. Curriculum delivery is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of the pupils at Chadsgrove all of whom have SEND and other vulnerabilities) and will stress that law around safeguarding is to protect not criminalise them.

23.3. The curriculum tackles, at developmentally-appropriate stages, issues such as:
- Bullying/Cyber Bullying
- Drugs, Alcohol and Substance Abuse
- Online Safety / Mobile technologies
- Stranger Danger
- Fire and Water Safety
- Child on Child Abuse
- Sexual Violence and Sexual Harassment
- Road Safety
- Domestic Abuse
- Healthy Relationships / Consent
- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
- Child Exploitation
- Extremism and Radicalisation

23.4. Whilst the local area statistics show that, in April 2025, violence/sexual offences criminal damage and theft are the highest crimes committed, as Chadsgrove has a very wide catchment area, other crimes are also considered. In particular, there is a focus on the pupils or students learning how to keep themselves safe (Data taken from https://www.crime-statistics.co.uk).

23.5. As part of providing a broad and balanced curriculum, Relationships Education, Sex Education and Health Education is delivered at a developmentally appropriate level to children. Where appropriate, children access weekly 'Relationships' sessions where issues such as the above are both addressed on a planned basis and also on a needs-led basis as and when issues arise. Children also access issues relating to stranger danger and on-line safety during ICT/Computing lessons as part of the long-term plan for this subject.

23.6. Lesbian, Gay, Bisexual and Transgender content is part of the statutory Relationships Education, Relationships and Sex Education

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23.7.   It is recognised that a one-size fits all approach is not appropriate and that a more personalised or contextualised approach is more suited to the very specific needs of the pupils at Chadsgrove. The way in which safeguarding issues are taught very much depends upon the age and ability level of the pupils that are being worked with and are described in further detail in the medium-term plans of teachers.

24. Supporting Pupils

24.1.   Chadsgrove School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be susceptible because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Chadsgrove will seek to provide such children with the necessary support and to build their self-esteem and confidence.

24.2.   Chadsgrove School will:
- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty
- Ensure there are systems in place for pupils to express their views and give feedback e.g. through school/class councils, safety questionnaires, participation in anti-bullying and e-safety activities
- Ensure that, where possible, the pupil's thoughts/wishes and feelings are sought and recorded on all referrals.
- Include in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse (including online) and to know where to get help
- Ensure every effort is made to establish effective working relationships with parent carers and colleagues from other agencies
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff, Governors and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128)
- As Education Safeguarding Practitioners, liaise with the three safeguarding partners in line with Working Together to Safeguard Children 2023

24.3.   Chadsgrove will endeavour to support all pupils by:
- Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour
- Promoting a positive, supportive and secure environment giving pupils a sense of being valued
- Consistently applying the school behaviour policy, which is aimed at supporting susceptible pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- Liaising with other agencies that support the pupil such as Children's Social Care Services, Child and Adolescence Mental Health Service (CAMHS), Educational Psychology Service and those agencies involved in the safeguarding of children;
- The use of Early Help Services, when appropriate
- Notifying Children's Social Care Services immediately there is a significant concern
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover or securely via CPOMS to the pupil's new setting.

24.4.   Staff are made aware of the fact that some pupils at Chadsgrove, because of their learning and/or physical disability, are susceptible and may find it more difficult to recognise and report abuse. The

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school, therefore, recognises that it must take particular care, when working with children and young people with disabilities (Appendix K).

24.5. Should Chadsgrove place a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and will ensure that it is satisfied that the placement meets the pupil's needs.

25. Safer Recruitment

25.1. Safer recruitment practices are essential part of creating a safe environment for children and young people. As such, Chadsgrove:
- Will not allocate start dates to new members of staff until all employment checks have been completed
- Will keep copies of documents used to verify the successful candidate's identity, right to work and required qualifications in staff personnel files
- Will ensure that staff and volunteers working in school are suitable to do so as outlined in the Safer Recruitment Policy. This includes on-line searches for shortlisted candidates
- Will complete risk assessments for all volunteers working in our school in line with KCSIE
- Where a volunteer is not working in regulated activity, will require DBS not including barred list check.
- Will retain copies of documents used to verify the successful candidate's identity, right to work and required qualifications on an individual's personnel file

25.2. Right to work documents will be kept for two years following the date a member of staff leaves the school but will then be destroyed after the two years. This is as per guidance set out in KCSIE.

25.3. The Single Central Record (SCR) is an important part of Chadsgrove's commitment to Safeguarding and will be maintained by the Office Manager.

25.4. All pre-appointment checks are recorded on the school SCR template and are audited on a regular basis by the Head of School, DSL and Safeguarding Governor.

25.5. Any people accessing the school site will be expected to:
- Report to the reception on arrival.
- Provide proof of identity.
- Wear a name badge at all times with lanyards differentiating the groups:
  o Visitors whose DBS Status has been confirmed will wear green or blue lanyards and may be allowed to access the school unsupervised.
  o Visitors who do not have a DBS or has not had confirmation will wear a red lanyard and will be supervised on-site.
- Be made aware of the arrangements for safeguarding, health, and safety.

26. Confidentiality and Record Keeping

26.1. Staff, volunteers, and contractors have the responsibility to share relevant information about the protection of children with the DSL, Head of School and potentially external investigating agencies. All disclosures are taken very seriously.

26.2. If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell them sensitively that they have a responsibility to refer the matter to the DSL for the pupil's well- being. Staff will seek to reassure pupils that the matter will only be disclosed to the DSL, who will then decide on appropriate action. At no time should a staff member promise confidentiality.

26.3. Accurate written notes will be kept of all incidents or child protection concerns relating to individual pupils. If a staff member has a safeguarding or child protection concern, they must inform the DSL

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as soon as possible. Records will include an explanation with regards to the decision-making rationale. These will be kept on the student's Child Protection file within CPOMS.

26.4. Any external organisation or contractor working at Chadsgrove is expected to work in accordance with this safeguarding and child protection policy. This will be shared upon arrival. Any external individual must report safeguarding concerns to the DSL.

26.5. Working in partnership with parent carers is important, and Chadsgrove will endeavour to do this at all times. However, it is recognised that there are occasions when, in the best interests of the child or young person, work may need to be undertaken and referrals made without initial parental consent, to ensure the welfare and safety of the pupil.

26.6. Chadsgrove School will:
- Aim to help parent carers understand that it has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the best interests of the pupil
- Consider the safety of the pupil, and should a concern arise, will seek advice prior to contacting parent carers.
- Make all policies available on the website and on request
- Ensure a robust complaints system is in place to deal with issues raised by parent carers
- Provide advice and signpost parent carers to other services where pupils need extra support by ensuring the Early Help/Supporting Families offer is up to date and available on the school website

26.7. Child protection records will be stored securely and in line with the latest data protection policy.

26.8. All safeguarding files will be kept separately from individual pupil records and stored securely. Information in these files will only be shared with relevant staff when it is necessary consistent with data protection.

26.9. Chadsgrove will release information, including to the Police, on receipt of the appropriate documentation in-line with data sharing laws. Upon receipt of any request the DSL will be informed and a decision on an appropriate way forward in line with data protection will be made.

26.10. When pupils transfer to another school, college or setting, child protection and safeguarding information will be shared with that school, college or setting to ensure safe and consistent support for that child or young person.

26.11. Chadsgrove will ensure the new school, college or setting sign a document to say they are in receipt of the safeguarding and child protection file. This will be kept on file until the child or young person's 25th birth year.

26.12. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about any pupil or pupils within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

26.13. At Chadsgrove, records relating to actual or alleged abuse are stored electronically on CPOMS. These records are separate from the normal pupil or staff records. The records are stored securely, with access confined to specific staff via two-factor authentication. CPOMS maintains a complete record of who has accessed an individual's file and when this occurred.

26.14. Any member of staff receiving a disclosure of abuse from a young person, or noticing signs or symptoms of possible abuse, completes an on-line incident form (via CPOMS), as soon as possible and certainly before the end of the working day, noting exactly what was said, using the young person's own words as far as possible. CPOMS will automatically time and date the incident as well as the name of the member of staff submitting it.

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26.15. External agency staff, who do not have access to CPOMS, are provided with a Form 1 as part of their induction. They are asked to complete this, if they have a safeguarding concern, and pass it to the Designated Safeguarding Lead prior to leaving the premises.

26.16. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on CPOMS.

26.17. Records held on CPOMS include:
- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

26.18. If in doubt about recording requirements, staff are expected to discuss this with the Designated Safeguarding Lead (or deputy).

26.19. All records of a safeguarding nature are forwarded, via CPOMS, to the DSL. The DSL is also verbally informed that they will be receiving an alert.

26.20. Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Each record on CPOMS has a chronology of significant events. The Designated Safeguarding Lead and her deputy meet weekly to discuss any safeguarding or child protection concerns.

26.21. All 'physical' records of a child protection nature (for example, those received from social care) are passed to the DSL. These may include case conference or core group minutes; child protection plans and written records of any concerns. Once received, they are scanned and added to CPOMS before being securely disposed of.

26.22. Any referrals made to other agencies, including referrals to Social Care, are stored in the child's file on CPOMS.

26.23. The DSL may copy child protection records generated by the school prior to transfer and retain for as long as is necessary (normally D.O.B. + 25 years), where there is justification for believing that the records may be required as evidence of the school's involvement with the child for statutory purposes (e.g. court cases or serious case reviews). When the records are no longer required, they will be securely disposed of.

26.24. A record of any allegations (proven) made against staff is kept in a confidential file by the Head of School (CPOMS Staff Safe).

26.25. The school holds records in line with Chadsgrove's records retention schedule.

27. **Transfer of Records (Appendix L)**
27.1. When pupils transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and, where possible, these are passed directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Records are able to be transferred electronically to other CPOMS enabled school

27.2. To allow the new school/college to have support in place when the child/young adult arrives, this occurs within:
- **5 days** for an in-year transfer, or within
- **The first 5 days** of the start of a new term

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27.3.   In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

27.4.   In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead. Files requested by other agencies e.g. the Police, are copied before transfer.

27.5.   When Chadsgrove is the receiving school, all files are handed to the Designated Safeguarding Lead or deputy.

27.6.   Sometimes, it may be necessary to share child protection information that is stored on CPOMS with other agencies. This may be necessary in order to inform child protection conferences or court proceedings. CPOMS has an export facility and this allows a PDF or Excel document to be produced that contains the information required. Information that is not pertinent to the information request is not shared.

28.   Early Years

28.1.   As an early year's provider delivering the Early Years Foundation Stage (EYFS), Chadsgrove aims to meet the specific safeguarding and child protection duties set out in the Childcare Act 2006 and related statutory guidance. The school will do this by:
- Ensuring there is a safe secure learning environment where children can be seen and heard at all times
- A named member of staff in the DSL team
- A member of staff who holds a current paediatric first aid qualification and is always available
- Liaising with Parent Carers supporting with their child's development
- Routinely monitoring health and safety practices to promote children's safety and welfare
- Ensuring appropriate staffing, ratios and qualifications are in place, in line with statutory guidance, to meet the needs of all children

28.2.   Chadsgrove will promote the health of all children and young people including those in Early Years by:
- Taking necessary steps to prevent the spread of infection
- Administering medicines and/or intimate care is in line with our policies
- Taking appropriate action where children are unwell

29.   Monitoring Arrangements

29.1.   This policy, including online safety, will be reviewed annually by Angela Macvie, Designated Safeguarding Lead, in liaison with Bec Gayden, Deputy Designated Safeguarding Lead and Head of School. At every review, it will be approved by the full Governing Body.

29.2.   This Safeguarding Children policy and procedures will be also monitored and evaluated through activities such as:
- Completion of the annual safeguarding (Section 175) audit
- Completion and return to the WSCB of the annual safeguarding report to the Governing Body
- Pupil surveys and questionnaires
- Discussions with children and staff
- Scrutiny of data and risk assessments
- Scrutiny of the school's single central record of recruitment checks
- Scrutiny of Governing Body minutes
- Monitoring of logs of bullying/racist/behaviour incidents and PPI records
- Supervision of staff involved in child protection
- Case file audits undertaken by the DSL and the WSCB

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30. Links to other policies

30.1. The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, including, but not limited to:

- Attendance (Policy Number 60)
- Behaviour, Supervision, Anti Bullying, Racial Harassment and Exclusion (Policy Number 56)
- Child-on-Child Abuse (Policy Number 72)
- Complaints – curriculum and non-curriculum (Policy Number 89)
- Data Protection (Policy Number 84)
- Educational Trips and Residential Visits (Policy Number 53)
- Equal Opportunities (Policy Number 38)
- E-safety and Acceptable Internet Use (Policy Number 87)
- First aid (Policy Number 17)
- Health and Safety (Policy Number 44)
- Intimate Care (Policy Number 74)
- Low Level Concerns (Policy Number 21)
- Medical Interventions Policy (Policy Number 91)
- Positive Physical Intervention (Policy Number 71)
- Positive Handling (Policy Number 83)
- Safer Recruitment (Policy Number 101)
- Safeguarding for Pupils (Policy Number 95)
- Sex and Relationships Education (Policy Number 13)
- Special Educational Needs (Policy Number 40)
- Staff Code of Conduct (Policy Number 100)
- Whistleblowing (Confidential Reporting) (Policy Number 88)
- Work Related Learning (Policy Number 76)

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Appendices

A.   Signs and Symptoms of Abuse

B.   Child Sexual Exploitation

C.   Child Criminal Exploitation/County Lines

D.   Domestic Abuse

E.   Female Genital Mutilation

F.   Forced Marriage

G.   Child on Child Abuse, Sexual Harassment and Sexual Violence Guidelines

H.   Radicalisation and Extremism

I.   Sharing Nudes and Semi-Nudes

J.   Online Safety

K.   Children and Young People with a Disability

L.   Transfer of Records Form

M.   Contextualised safeguarding

N.   DSL Role and Responsibilities

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These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix A – Signs and Symptoms of Abuse

What is abuse?
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm cam include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Indicators of Abuse
Caution should be used when referring to lists of signs and symptoms of abuse. Although the signs and symptoms listed below may be indicative of abuse there may be alternative explanations. In assessing the circumstances of any child, any of these indicators should be viewed within the overall context of the child's individual situation including any disability.

EMOTIONAL ABUSE
Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse is difficult to:
  - define
  - identify/recognise
  - prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:
- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- Toddler/Pre-School – head banging, rocking, bad temper, 'violent', clingy. From overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills

- School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement
- Also, consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability.

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 carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

There are occasions when nearly all parent carers find it difficult to cope with the many demands of caring for children. But this does not mean that their children are being neglected. Neglect involves ongoing failure to meet a child's needs.

Neglect can often fit into six forms, which are:
- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet, which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs
- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.[1]

Common Concerns:

With regard to the child, some of the regular concerns are:
- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:
- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

School staff need to consider both acts of *commission* (where a parent carer deliberately neglects the child) and acts of *omission* (where a parent carer's failure to act is causing the neglect). This is a key

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[1] Source: Horwath, J (2007): Child neglect: identification and assessment: Palgrave Macmillan

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consideration with regard to school attendance where parent carers are not ensuring their child attend school regularly.

Many of the signs of neglect are visible. However, school staff may not instinctively know how to recognise signs of neglect or know how to respond effectively when they suspect a pupil is being neglected. Children spend considerable time in school so staff have opportunities to identify patterns over time and recognise and respond to concerns about their safety and welfare. All concerns should be recorded and reflected upon, not simply placed in a file.

Here are some signs of possible neglect:
Physical signs:
- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Emaciation
- Untreated medical problems
- The child seems underweight and is very small for their age
- The child is poorly clothed, with inadequate protection from the weather
- Neglect can lead to failure to thrive, manifest by a fall away from initial centile lines in weight, height and head circumference. Repeated growth measurements are crucially important
- Signs of malnutrition include wasted muscles and poor condition of skin and hair. It is important not to miss an organic cause of failure to thrive; if this is suspected, further investigations will be required
- Infants and children with neglect often show rapid growth catch-up and improved emotional response in a hospital environment
- Failure to thrive through lack of understanding of dietary needs of a child or inability to provide an appropriate diet; or may present with obesity through inadequate attention to the child's diet
- Being too hot or too cold – red, swollen and cold hands and feet or they may be dressed in inappropriate clothing
- Consequences arising from situations of danger – accidents, assaults, poisoning
- Unusually severe but preventable physical conditions owing to lack of awareness of preventative health care or failure to treat minor conditions
- Health problems associated with lack of basic facilities such as heating
- Neglect can also include failure to care for the individual needs of the child including any additional support the child may need as a result of any disability

Behavioural signs:
- No social relationships
- Compulsive scavenging
- Destructive tendencies
- If they are often absent from school for no apparent reason
- If they are regularly left alone, or in charge of younger brothers or sisters
- Lack of stimulation can result in developmental delay, for example, speech delay, and this may be picked up opportunistically or at formal development checks
- Craving attention or ambivalent towards adults, or may be very withdrawn
- Delayed development and failing at school (poor stimulation and opportunity to learn)
- Difficult or challenging behaviour

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 carer fabricates the symptoms of or deliberately induces illness in a child.
When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead without delay so that they are able to seek appropriate guidance from the police and/or Children's Services in order to safeguard the child.

Staff must be alert to:
- Unexplained recurrent injuries or burns; improbable excuses or refusal to explain injuries;
- Injuries that are not consistent with the story: too many, too severe, wrong place or pattern, child too young for the activity described.

Physical signs:
- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
  - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;
  - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:
  - Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
  - Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.

- Other injuries:
  - Bite marks may be evident from an impression of teeth
  - Small circular burns on the skin suggest cigarette burns
  - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
  - Red lines occur with ligature injuries
  - Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
  - Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
  - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
  - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Fear of physical contact - shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted
- Injuries that the child cannot explain or explains unconvincingly
- Become sad, withdrawn or depressed
- Having trouble sleeping
- Behaving aggressively or be disruptive
- Showing fear of certain adults
- Having a lack of confidence and low self-esteem
- Using drugs or alcohol
- Repetitive pattern of attendance: recurrent visits, repeated injuries
- Excessive compliance
- Hyper-vigilance

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SEXUAL ABUSE

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Sexual abuse is usually perpetrated by people who are known to and trusted by the child – e.g. relatives, family friends, neighbours, and people working with the child in school or through other activities.

Characteristics of child sexual abuse:
- It is usually planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic;
- Grooming the child – people who abuse children take care to choose a susceptible child and often spend time making them dependent. This can be done in person or via the internet through chat-rooms and social networking sites;
- Grooming the child's environment – abusers try to ensure that potential adult protectors (parent carers especially) are not suspicious of their motives. Again, this can be done in person or via the internet through chat rooms and social networking sites.

In young children, behavioural changes may include:
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Being overly affectionate - desiring high levels of physical contact and signs of affection such as hugs and kisses
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- They may start using sexually explicit behaviour or language, particularly if the behaviour or language is not appropriate for their age
- Starting to wet again, day or night/nightmares

In older children behavioural changes may include:
- Extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism
- Genital discharge or urinary tract infections
- Marked changes in the child's general behaviour. For example, they may become unusually quiet and withdrawn, or unusually aggressive. Or they may start suffering from what may seem to be physical ailments, but which can't be explained medically
- The child may refuse to attend school or start to have difficulty concentrating so that their schoolwork is affected
- They may show unexpected fear or distrust of a particular adult or refuse to continue with their usual social activities
- The child may describe receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person

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- Children who have been sexually abused may demonstrate inappropriate sexualised knowledge and behaviour
- Low self-esteem, depression and self-harm are all associated with sexual abuse

Physical signs and symptoms for any age child could be:
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Stomach pains or discomfort walking or sitting
- Sexually transmitted infections
- Any features that suggest interference with the genitalia. These may include bruising, swelling, abrasions or tears
- Soreness, itching or unexplained bleeding from penis, vagina or anus
- Sexual abuse may lead to secondary enuresis or faecal soiling and retention
- Symptoms of a sexually transmitted disease such as vaginal discharge or genital warts, or pregnancy in adolescent girls

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.
If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:
- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
    - Understanding that is proposed based on age, maturity, development level, functioning and experience
    - Knowledge of society's standards for what is being proposed
    - Awareness of potential consequences and alternatives
    - Assumption that agreements or disagreements will be respected equally
    - Voluntary decision
    - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

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Appendix B - Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of abuse, which involves children (male and female, of different ethnic origins and of different ages) receiving something in exchange for sexual activity.

'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.' (DfE – February 2017)

The definition and further guidelines can be found in the DfE document: Child sexual exploitation - Definition and a guide for practitioners

Who is at risk?

Child sexual exploitation can happen to any young person from any background. Although the research suggests that the females are more susceptible to CSE, boys and young men are also victims of this type of abuse.

The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.

In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST[2]

The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited
- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

The following signs and behaviour are generally seen in children who are **already being sexually exploited:**

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations

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[2] The Office of the Children's Commissioner (2012) Interim Report - Inquiry into Child Sexual Exploitation in Group and Gangs.

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- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

Evidence shows that any child displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the WSCB website: https://www.worcestershire.gov.uk/council-services/childrens-social-care/get-safe/child-sexual-exploitation

The DSL must ensure that all staff are aware of signs and symptoms of CSE and know that these must be reported and recorded as child protection concerns. The DSL must follow the Worcestershire Pathway for dealing with issues of CSE, including completion of the screening tool.

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Appendix C – Child Criminal Exploitation/County Lines

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:
- In exchange for something the victim needs or wants and/or
- For the financial or other advantage of the perpetrator or facilitator and/or
- Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology.

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

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

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

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

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Appendix D- Domestic Abuse

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

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

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

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

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

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

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

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

This clearly highlights that living with domestic abuse has a significant impact on a child's ability to achieve the five outcomes as outlined in the *Every Child Matters* agenda:
- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic wellbeing.

What you might see in school

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

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

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

For many victims, the school might be the one place that they visit without their abusive partner.
It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies:
- NSPCC **0808 800 5000**
- ChildLine **0800 11 11**
- Parentline **0808 800 2222**
- Worcestershire's Forum Against Domestic Abuse and Sexual Violence (WFADSA) and West Mercia Women's Aid 24 hr. helpline: **0800 980 3331**
  Website: https://www.worcestershire.gov.uk/council-services/adult-social-care/safeguarding-and-concerns-about-adult/domestic-abuse-support
- West Mercia Constabulary - Police Domestic Abuse Units 101.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which power is used exert control over others. The underlying attitudes, which legitimise and perpetuate such violence should be challenged by schools as part of the whole school ethos.

Schools can support individual children and young people by:
- Introducing a **whole-school philosophy** that domestic abuse is unacceptable;
- **Responding to disclosures** and potential child protection concerns; recognising that domestic abuse and forced marriage may be a child protection concern; policies and procedures must include domestic abuse;
- **Giving emotional support** – the child or young person might need referral to a more specialist service or need additional support to complete coursework, exams etc.;
- **Facilitating a peer support network** – children and young people can become isolated but often welcome talking to friends about their problems;
- **Offering practical support** – if children or young people are new to the school, they may not yet have a uniform, they may also need financial help with extra-curricular activities, or they may be unfamiliar with the syllabus, the area, where to hang out, etc.;
- **Providing somewhere safe and quiet** to do their homework or just to sit and think;
- **Improving the self-esteem and confidence** of children and young people by:
  - offering them opportunities to take on new roles and responsibilities;
  - offering tasks which are achievable and giving praise and encouragement;
  - monitoring their behaviour and setting clear limits;
  - criticising the action, not the person;

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- helping them to feel a sense of control in their school lives;
- involving them in decision making;
- helping them to be more assertive;
- respecting them as individuals;
- Encouraging involvement in extra-curricular activities.
(From the Expect Respectful education Toolkit – Women's Aid)

Advice for schools on receiving notification of a Domestic Abuse incident

Background
Following a call to a domestic abuse incident where children are involved, Police notify Social Care and Health. A domestic abuse triage meeting takes place each day within the Multi-Agency Safeguarding Hub (MASH) where the notifications are sorted into low, medium and high risk, depending on the perceived level of risk to the children. For those cases that are classified medium or high, the school DSL will receive an e-mail via their secure communications system on the Children's Services Portal, from the Family Front Door informing them that an incident has taken place and giving them a copy of the Police log. For high-risk cases, they will also be contacted by telephone and asked whether they have any concerns about the children at school. Social Care will also inform parent carers that the notification has been received and shared with other agencies and that the information will be treated confidentially.

School action
On receiving this information, the DSL should**:**
- Log the information and keep the record alongside other information/concerns that the school has on this child/family, with all other confidential CP records in a secure place. This will allow the school to recognise any pattern and/or frequency of notifications and take appropriate action. **Please note that school may receive further communication about this same incident, once further assessment of the situation has been undertaken by Police – be careful not to log this as a separate incident.**
- Inform any staff of notification on a 'need to know' only basis – e.g. class teacher/form tutor.
- Alert all staff who teach pupil/student with minimum of information – e.g. 'This pupil/student may need extra support / may need extra time to complete homework'.
- Monitor pupil/student behaviour in school (including attendance) and should concerns arise which may be attributed to the impact of the incident, consult with Social Care through the Access Centre as the concerns may be significant and lead to new safeguarding action, or to seek advice on how to proceed.
- Provide appropriate support for child, **if required** – do not question pupil/student about the incident. Respect the child's decision on whether or not they wish to discuss the situation.
  Provide appropriate support for adult, **if asked** – e.g. helpline number (0800 980 3331) or website: https://www.worcestershire.gov.uk/council-services/adult-social-care/safeguarding-and-concerns-about-adult/domestic-abuse-support

Bear in mind
- Victim of incident may be anxious that the information will be shared inappropriately.
- Notification may not give details as to which parent carer is the perpetrator/victim – any disclosure to the 'wrong' parent carer could heighten risk.
- Need to be aware who is 'connected' to the child – e.g. TA/lunchtime supervisor may be child's relative / friend of the family.
- Inappropriate **sharing of information could heighten the risk for the victim and/or the child.**

Appendix E – Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) – a form of Human Rights Abuse

What is FGM?
FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.

There are four known types of FGM, all of which have been found in the UK:

Type 1 – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)

Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)

Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris

Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

FGM is sometimes known as 'female genital cutting' or female circumcision. Communities tend to use local names for this practice, including 'Sunna'.

Why is FGM carried out?
It is believed that:
- It brings status and respect to the girl and that it gives a girl social acceptance, especially for marriage.
- It preserves a girl's virginity/chastity.
- It is part of being a woman as a rite of passage.
- It upholds the family honour.
- It cleanses and purifies the girl.
- It gives the girl and her family a sense of belonging to the community.
- It fulfils a religious requirement believed to exist.
- It perpetuates a custom/tradition.
- It helps girls and women to be clean and hygienic.
- It is cosmetically desirable.
- It is mistakenly believed to make childbirth safer for the infant.

Religion is sometimes given as a justification for FGM. For example, some people from Muslim communities argue that the Sunna (traditions or practices undertaken or approved by the prophet Mohammed) recommends that women undergo FGM, and some women have been told that having FGM will make them 'a better Muslim'. However, senior Muslim clerics at an international conference on FGM in Egypt in 2006 pronounced that FGM is not Islamic, and the London Central Mosque has spoken out against FGM on the grounds that it constitutes doing harm to oneself or to others, which is forbidden by Islam.

Within which communities is FGM known to be practised?
According to the Home Office, it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM.

UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leoni, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.

Obviously, this not to say that all families from the communities listed above practise FGM, and many parent carers will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parent carers to follow what is seen as a cultural or religious practice.

Is FGM harmful?

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FGM is extremely harmful and is often described as brutal because of the way it is carried out, and its short and long-term effects on physical and psychological health.

FGM is carried out on children between the ages of 0 and 15, depending on the community in which they live. It is often carried out without any form of sedation and without sterile conditions. The girl or young woman is held down while the procedure of cutting takes place and survivors describe extreme pain, fear and feelings of abandonment.

Where the vagina is cut and then sewn up, only a very small opening may be left. This is often seen as a way to ensure that when the girl enters marriage, she is a virgin. In some communities the mother of the future husband and the girl's own mother will take the girl to be cut open before the wedding night.

Repeat urinal tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practise complete removal to ensure chastity.

Is it illegal?

FGM is internationally recognised as a violation of the human rights of girls and women, and is illegal in most countries – including the UK. The Female Genital Mutilation Act 2003 came into force in 2004:

The act makes it illegal to:

- practise FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- Aid and abet, counsel or procure the carrying out of FGM abroad.
- The offence carries a penalty of up to 14 years in prison, and/or a fine.

Signs, symptoms and indicators

The following list of possible signs and indicators are not diagnostic, but are offered as a guide as to what kind of things should alert professionals to the possibility of FGM.

Things that may point to FGM happening:

- a child talking about getting ready for a special ceremony
- a family arranging a long break abroad
- a child's family being from one of the 'at-risk' communities for FGM (see above)
- knowledge that an older sibling has undergone FGM
- A young person talks of going abroad to be 'cut', or get ready for marriage.

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- Disclosure.

What should schools do?

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral. Schools should not:

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

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

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

Mandatory Reporting Duty
Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

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Forced Marriage is a form of Domestic Abuse and a crime in England and Wales

Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within the school.

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

It is illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

A forced marriage is not the same as an arranged marriage – in an arranged marriage; the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs
Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parent carers over continuation of the pupil's education.
There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Pupils or students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The justifications
Most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon — there have been cases involving families from East Asia, the Middle East, Europe and Africa.
Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parent carers who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.
Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

Culture
Often parent carers believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parent carers come under significant pressure from their extended families to get their children married.

The law
Although there is no specific criminal offence of 'forcing someone to marry' within England and Wales, forced marriage may involve criminal offences. Perpetrators — usually parent carers or family members — could be prosecuted for offences including: threatening behaviour, assault, kidnap, abduction, imprisonment and in the worse cases murder.
- Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

   What to do if a student seeks help
- The student should be seen immediately in a private place, where the conversation cannot be overheard.
- The student should be seen on her own, even if she attends with others.

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- Develop a safety plan in case the student is seen i.e. prepare another reason why you are meeting.
- Explain all options to the student and recognise and respect her wishes. If the student does not want to be referred to Children's Services, you will need to consider whether to respect the student's wishes — or whether the student's safety requires further action to be taken. If you take action against the student's wishes, you must inform the student.
- Establish whether there is a family history of forced marriage — i.e. siblings forced to marry.
- Advise the student not to travel overseas and discuss the difficulties she may face.
- Seek advice from the Forced Marriage Unit.
- Liaise with Police and Children's Services to establish if any incidents concerning the family have been reported.
- Refer to the local Police Child Protection Unit if there is any suspicion that there has been a crime or that one may be committed.
- Refer the student with her consent to the appropriate local and national support groups, and counselling services.

What to do if the student is going abroad imminently
The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the student and to repatriate her:
- a photocopy of the student's passport for retention — encourage her to keep details of her passport number and the place and date of issue
- as much information as possible about the family (this may need to be gathered discretely)
- full name and date of birth of student under threat
- student's father's name
- any addresses where the student may be staying overseas
- potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family in the UK and overseas

Specific information
It is also useful to take information that only the student would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the student.
Professionals should also take details of any travel plans and people likely to accompany the student. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the student — a secret mobile telephone, for example, that will function abroad.

Forced marriage: what educators should not do?
- treat such allegations merely as domestic issues and send the student back to the family home
- ignore what the student has told you or dismiss the need for immediate protection
- approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concern and may place the student in danger
- contact the family in advance of any enquires by the Police, Children's Services or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the student
- breach confidentiality except where necessary in order to ensure the student's safety
- attempt to be a mediator
-

Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges.

Further guidance is available from The Forced Marriage Unit:
Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday
Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

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E-mail: fmu@fco.gov.uk   **Website:** www.fco.gov.uk/forcedmarriage

FMU publication: '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09*

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'* Government Office - November 2008, West Mercia regional procedures and Forced Marriage Guidance on the WSCB website – January 2016.

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Appendix G – Child on Child Abuse, Sexual Violence and Sexual Harassment

Child on child abuse can take many forms. It is most likely to include, but may not be limited to:
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes, physical behaviour such as deliberately brushing against someone and online sexual harassment. This behaviour may be standalone or part of a broader pattern of abuse. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. It is a criminal offence and anyone of any gender, can be a victim.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.
- 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 physical and verbal) 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

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

Sexual Violence
When referring to sexual violence, Chadsgrove is referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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- 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.
- 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
Whilst not intended to be an exhaustive list, sexual harassment can include:
- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include: non-consensual sharing of sexual images and videos;
- Sexualised online bullying; Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats; and up skirting.

The 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 referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the Designated Safeguarding Lead (or a deputy).

In line with managing internally, the school may decide that the children involved do not require a referral to statutory services but may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chances of a problem getting worse. Providing early help is more effective in promoting the welfare of children that =reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the Designated Safeguarding Lead (and their deputies) know what the local early help process is and how and when to access support.

More information on early help is set out in Working together to safeguard children

Additional advice and support
- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

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Appendix H – Radicalisation and Extremism

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

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

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

What is Prevent?
Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.
The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:
- Ensuring a broad and balanced curriculum is in place schools to promote the spiritual, moral, social and cultural development of pupils or students;
- Assessing the risk of pupils or students being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;
- Training staff to provide them with the knowledge and ability to identify pupils or students at risk;
- Keeping pupils or students safe online, using effective filtering, monitoring and usage policies.

Warning Signs/Indicators of Concern
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.

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

However, it is possible to protect susceptible people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Pupils or students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that school staff are able to recognise those vulnerabilities. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

Factors which may make pupils or students more vulnerable may include:

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- **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 and 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 or aspects of Government policy.
- **Unmet Aspirations**: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need**: pupils or students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils or students who are susceptible **to radicalisation may also be experiencing:**
- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:
- Being in contact with extremist recruiters and/or spending increasing time in the company of other suspected extremists;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Pupils or students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Pupils or students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, writing or art work promoting extremist messages or images;
- Significant changes to appearance and/or behaviour increasingly centred on an extremist ideology, group or cause;
- Changing their style of dress or personal appearance to accord with the group;
- Attempts to recruit others to the group/cause;
- Using insulting to derogatory names for another group;
- Increase in prejudice-related incidents committed by that person – these may include:
    - Physical or verbal assault
    - Provocative behaviour
    - Damage to property
    - Derogatory name calling
    - Possession of prejudice-related materials
    - prejudice related ridicule or name calling
    - Inappropriate forms of address
    - Refusal to co-operate
    - Attempts to recruit to prejudice-related organisations
    - condoning or supporting violence towards others
    - Parental reports of changes in behaviour, friendship or actions and requests for assistance;
    - Partner schools, Local Authority services, and police reports of issues affecting pupils or students in other schools.

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Referral Process

All concerns about young people susceptible to radicalisation should be referred to the DSL in the first instance. The DSL will follow safeguarding procedures including:

- Talking to the young person about their behaviour/views/on-line activity/friends etc.
- Discussion with parent carers about the concerns;
- Checking out on-line activity, including social media if possible;
- Providing in-house support, if available;
- Providing Early Help targeted support if necessary.

If concerns persist, then the DSL should complete the Channel Referral Form (available from the WSCB website) and submit to the Family Front Door via a Cause for Concern Notification, normally with the knowledge and consent of the young person. An individual will be required to provide their consent before any support delivered through the Channel programme is provided

The referral will then be subject to a triage process to decide whether or not it meets the threshold for a referral to Channel. If it does, the DSL should be prepared to attend the Channel Panel meeting to share the concerns and help identify any intervention required. Further feedback to the Channel Panel will be expected following intervention to decide whether there are still concerns.

Additional Guidance

Guidance on Channel is available at 'Channel guidance'.

The Home Office has developed three e-learning modules:

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

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

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

Government's Counter Extremism Strategy, https://www.gov.uk/government/publications/counter-extremism-strategy.
Revised Prevent Duty Guidance for England and Wales, https://www.gov.uk/government/publications/prevent-duty-guidance.
The Terrorism Act 2000 (TACT 2000), http://www.legislation.gov.uk/ukpga/2000/11/contents

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Appendix I – Sharing Nudes and Semi-Nudes (Sexting)

What is sexting?
Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.
Sexting is often seen as flirting by children and young people who think that it's part of normal life.
Often, incidents of sexting are not clear-cut or isolated; schools may encounter a variety of scenarios.

Sexting incidents can be divided into two categories – aggravated and experimental3:

Aggravated incidents of sexting involve criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who is pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation.

The consequences of sexting can be devastating for young people. In extreme cases, it can result in suicide or a criminal record, isolation and vulnerability. Young people can end up being criminalised for sharing an apparently innocently image which may have, in fact, been created for exploitative reasons.

Because of the prevalence of sexting, young people are not always aware that their actions are illegal. In fact, sexting as a term is not something that is recognised by young people and the 'cultural norms' for adults can be somewhat different. Some celebrities have made comments, which appear to endorse sexting – 'it's okay, as long as you hide your face' - giving the impression that sexting is normal and acceptable. However, in the context of the law, it is an illegal activity and young people must be made aware of this.

The Law - Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18, which is 'indecent', is illegal. This includes imagery of yourself if you are under 18. 'Indecent' is not defined in legislation. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. It was also created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse. It was not intended to criminalise children. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police. Where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting rules and National Crime Recording Standards, to record the incident on their crime systems. The incident will be listed as a 'crime' and the young person involved will be listed as a 'suspect.' This is not the same as having a criminal record.

Every 'crime' recorded on police systems has to be assigned an outcome from a predefined list of outcome codes. As of January 2016, the Home Office launched a new outcome code (outcome 21) to help formalise the discretion available to the police when handling crimes such as youth produced sexual imagery. This means that even though a young person has broken the law and the police could provide evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest. (Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011)

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Action to take in the case of an incident of sexting

Step 1 – Disclosure by a student
Sexting disclosures should follow the normal safeguarding practices and protocols. A student is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:
- Is the student disclosing about themselves receiving an image, sending an image or sharing an image?
- What sort of image is it? Is it potentially illegal or is it inappropriate?
- Are the school's child protection and safeguarding policies and practices being followed? For example, has the DSL been consulted and is their advice and support available?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the student need immediate support and or protection?
- Are there other students and or young people involved?
- Do they know where the image has ended up?

This situation will need to be handled very sensitively. Whatever the nature of the incident, ensure school safeguarding and child protection policies and practices are adhered to.

Step 2 – Searching a device
It is highly likely that the image will have been created and potentially shared through mobile devices. The image may not be on one single device, but may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

When searching a mobile device the following conditions should apply:
- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the Headteacher or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

If any illegal images of a child are found you should consider whether to inform the police. As a general rule, it will almost always be proportionate to refer any incident involving "aggravated" sharing of images to the police, whereas purely "experimental" conduct may proportionately be dealt with without such referral, most particularly if it involves the child sharing images of themselves.

Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

If an "experimental" incident is not referred to the police, the reasons for this should be recorded in writing.

Always put the child first. Do not search the device if this will cause additional stress to the student/person whose image has been distributed.

If there is an indecent image of a child on a website or a social networking site then you should report the image to the site hosting it. In the case of a sexting incident involving a child or young person where you feel that they may be at risk of abuse then you should report the incident directly to CEOP www.ceop.police.uk/ceop-report, so that law enforcement can make an assessment, expedite the case with the relevant provider and ensure that appropriate action is taken to safeguard the child.

Step 3 – What to do and not do with the image
If the image has been shared across a personal mobile device:
- Confiscate and secure the device;

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- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow students to view images or send, share or save them anywhere.
- If the image has been shared across a school network, a website or social network:
- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 – Who should deal with the incident?

Whoever the initial disclosure is made to must act in accordance with the school safeguarding policy, ensuring that the DSL or a senior member of staff is involved in dealing with the incident.

The DSL should always record the incident. Senior management should also always be informed. There may be instances where the image needs to be viewed and this should be done in accordance with protocols. The best interests of the child should always come first; if viewing the image is likely to cause additional stress, staff should make a judgement about whether or not it is appropriate to do so.

Step 5 - Deciding on a response

There may be a multitude of reasons why a student has engaged in sexting – it may be a romantic/sexual exploration scenario or it may be due to coercion.

It is important to remember that it won't always be appropriate to inform the police; this will depend on the nature of the incident. However, as a school it is important that incidents are consistently recorded. It may also be necessary to assist the young person in removing the image from a website or elsewhere.

If indecent images of a child are found:
- Act in accordance with your child protection and safeguarding policy, e.g. notify DSL
- Store the device securely
- Carry out a risk assessment in relation to the young person (see Appendix B of the Safeguarding Children in Education Guidance for a Sexting Risk Assessment pro-forma and flow chart)
- Make a referral if needed
- Contact the police (if appropriate)
- Put the necessary safeguards in place for the student, e.g. they may need counselling support, immediate protection and parent carers must also be informed.
- Inform parents and/or carers about the incident and how it is being managed.

Step 6 – Contacting other agencies (making a referral)

If the nature of the incident is high-risk, consider contacting Children's Social Care. Depending on the nature of the incident and the response you may also consider contacting local police or referring the incident to CEOP.

Understanding the nature of the incident, whether experimental or aggravated, will help to determine the appropriate course of action.

Step 7 – Containing the incident and managing pupil reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared.

They are likely to need support from the school, their parent carers and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

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Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school, its pupils or students and Parent Carers should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The pupil or student's' Parent Carer should usually be told what has happened so that they can keep a watchful eye over their child, especially when they are online at home.

Creating a supportive environment for students in relation to the incident is very important.

Step 8 – Reviewing outcomes and procedures to prevent further incidents

As with all incidents, a review process ensures that the matter has been managed effectively and that the school has the capacity to learn and improve its handling procedures. Incidents of sexting can be daunting for a school to manage, especially if the image has been widely shared between pupils or students in school.

Further information is available from the NSPCC

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Appendix J - On Line Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
- **Content** - being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** - being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

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

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

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

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

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

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

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

Reviewing Online Safety
Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published 'Online Safety in Schools and Colleges: Questions for the Governing Board to help Responsible Bodies Assure themselves that their Online Safety Arrangements are Effective'.

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

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

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

Advice for Governing Bodies and Senior Leaders
- **Childnet** provide guidance for schools on cyberbullying
- **Educateagainsthate** provides practical advice and support on protecting children from extremism and radicalisation
- **London Grid for Learning** provides advice on all aspects of a school or college's online safety arrangements
- **NSPCC** provides advice on all aspects of a school or college's online safety arrangements
- **Safer recruitment consortium** "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- **South West Grid for Learning** provides advice on all aspects of a school or college's online safety arrangements
- **Use of social media for online radicalisation** - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- **UK Council for Internet Safety** have provided advice on sexting-in-schools-and-colleges and using-external-visitors-to-support-online-safety-education
- **National cyber security centre guidance** on choosing, configuring and deploying video conferencing
- **National cyber security centre guidance** on how to set up and use video conferencing
- **UK Safer Internet Centre** guidance on safe remote learning

Support for Children
- **Childline** for free and confidential advice

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- **CEOP for** advice on making a report about online abuse

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

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Appendix K - Children and Young People with a Disability

Some children, because of their learning and/or physical disability, are susceptible and may find it more difficult to recognise and report abuse.

Their disability may mean that:
- Their life experiences are limited, creating difficulty recognising inappropriate behaviour.
- They are afraid of challenging people, concerned that they will anger an authority figure or get into trouble.
- Communication difficulties make it hard to report abuse.
- They may not be able physically to leave an abusive situation.
- They receive intimate physical care and, therefore, the abuse may seem 'normal'.
- Their self-esteem and self-image are poor.
- They might not be aware to whom they can report abuse.
- Authority figures are unwilling to believe that anyone would abuse a disabled child.

The school must take particular care, therefore, when working with children and young people with disabilities.
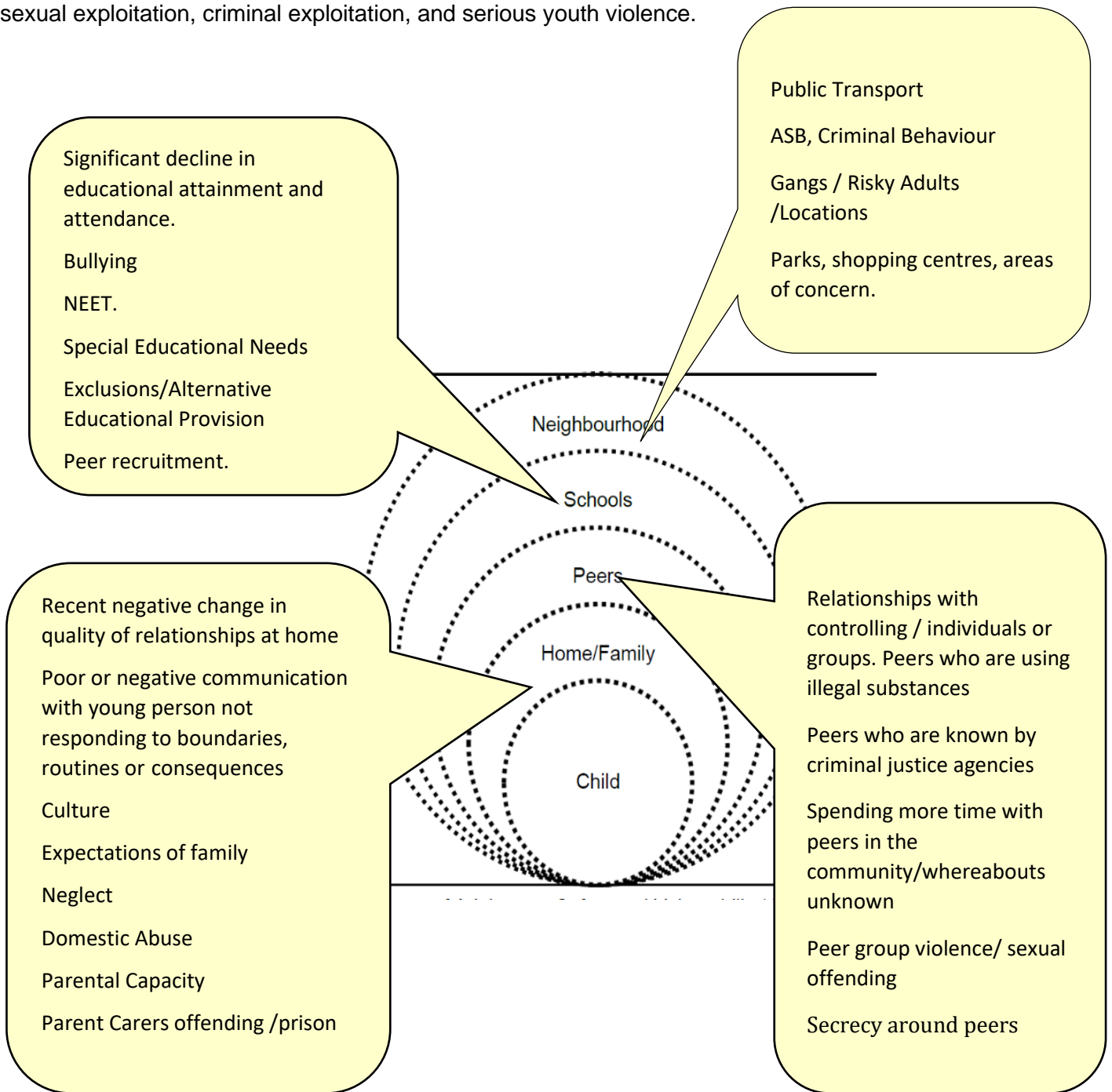
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Appendix L - Transfer of Records

Child Protection Record
Transfer Receipt

Childs Name	
Date of Birth	
Home Address	
Receiving School	
Address	

I confirm transfer of child protection records in respect of the above-named child and that a copy of all school-based documents has been retained by Chadsgrove School

Signed on behalf of Chadsgrove School:

Print Name:

Date:

I confirm receipt of child protection records in respect of the above-named child

Signed on behalf of receiving school:

Print name:

Date:

Please copy and retain the original at Chadsgrove School

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Appendix M – Contextualised Safeguarding

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

Public Transport

ASB, Criminal Behaviour

Gangs / Risky Adults /Locations

Parks, shopping centres, areas of concern.

Significant decline in educational attainment and attendance.

Bullying

NEET.

Special Educational Needs

Exclusions/Alternative Educational Provision

Peer recruitment.

Recent negative change in quality of relationships at home

Poor or negative communication with young person not responding to boundaries, routines or consequences

Culture

Expectations of family

Neglect

Domestic Abuse

Parental Capacity

Parent Carers offending /prison

Relationships with controlling / individuals or groups. Peers who are using illegal substances

Peers who are known by criminal justice agencies

Spending more time with peers in the community/whereabouts unknown

Peer group violence/ sexual offending

Secrecy around peers

Neighbourhood

Schools

Peers

Home/Family

Child

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Appendix N – Designated Safeguarding Lead Roles and Responsibilities

Main purpose
The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will also advise and support other members of staff on child welfare and child protection matters as well as liaise with relevant agencies such as the Local Authority and police.

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct at all times.

During term time, the DSL should always be available during school hours for staff in school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

Some or the safeguarding activities described below may be delegated to deputies, although the DSL will retain lead responsibility for the work of any deputies and will ensure it is completed to the highest standard.

Duties and Responsibilities
Managing Referrals
- Refer cases of suspected abuse to the Local Authority children's social care
- Support staff who make referrals to Local Authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals. For pupils or students this will be on CPOMS and for staff, it will be within the staff members' individual file

Working with Staff and other Agencies
- Ensure all staff can access and understand the school's Safeguarding Policy and procedures
- Liaise with the Human Resources Case Manager and the Local Authority Designated Officer for child protection concerns in all cases where a member of school staff is involved
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Arrange and attend a weekly Supervision Meeting with the Deputy DSL
- Understand the assessment process for providing early help and intervention
- Have a good working knowledge of how local authorities conduct Initial and Review Child Protection Conferences and Core Group Meetings
- Attend and contribute to Child Protection Conferences effectively when required to do so

Training
- Undergo training (updated at least every two years) to develop and maintain the knowledge and skills required to carry out the role of Designated Safeguarding Lead
- Undergo Prevent training and be able to:
  - Support the school in meeting the requirements of the Prevent duty
  - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
  - Provide advice and support to staff on protecting and identifying children at risk of FGM
  - Report known cases of FGM to the police, and help others to do so

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- Refresh general safeguarding knowledge and skills at least annually so as to remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness
- Ensure the school's safeguarding policies are known, understood and used appropriately
- Work with the Governing Body to ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parent carers have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with Worcestershire Children's Safeguarding Partnership make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert to the specific needs of the children at Chadsgrove, particularly with regard to their special educational needs and Disabilities and how these may impact upon them from a safeguarding perspective
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard at all times

Other Areas of Responsibility
- Where pupils or students leave the school, securely transfer their safeguarding file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice
- Monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the Governing Body
- Model best practice and uphold the principles of confidentiality and data protection at all times

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Person specification

Criteria	Qualities
Qualifications and training	- GCSE (or equivalent) in English and Maths - Degree
Experience	- Successful leadership and management experience in a school or other relevant organisation - Experience of managing safeguarding in a school or other relevant organisation, including: - Building relationships with children and their parent carers - Working and communicating effectively with relevant agencies - Implementing and encouraging good safeguarding practice throughout a large team of people - Demonstrable evidence of developing and implementing strategies to help children and their families - Experience of handling large amounts of sensitive data and upholding the principles of confidentiality

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Skills and knowledge	- Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies - Ability to work with a range of people with the aim of ensuring the safety and welfare of children - Awareness of local and national agencies that provide support for children and their families - Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns - Good IT skills, including previous use of CPOMS and Arbor - Effective communication and interpersonal skills - Ability to communicate a vision and inspire others - Ability to build effective working relationships with staff and other stakeholders
Personal qualities	- Commitment to ensuring the safety and welfare of children - Uphold and promote the ethos and values of the school - Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school - Ability to work under pressure and prioritise effectively - Maintain confidentiality at all times - Commitment to equality

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