



Child Protection and Safeguarding Policy

September 2024

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Contents

Important Contacts.....	3
1. Introduction.....	4
2. Aims.....	4
3. Legislation and Statutory Guidance.....	4
4. Definitions.....	6
5. Equality Statement.....	7
6. Roles and Responsibilities.....	7
7. Confidentiality.....	13
8. Recognising Abuse and Taking Action.....	14
9. Notifying Parent Carers.....	20
10. Early Help.....	21
11. Safeguarding in the Curriculum.....	21
12. Reporting Systems for Pupils or students.....	22
13. Online Safety and the Use of Mobile Technology (Appendix J).....	23
14. Photography and the Use of Images.....	24
15. Pupils or students with Additional Needs or Vulnerabilities (Appendix K).....	24
16. Pupils or students with a Social Worker.....	25
17. Looked-after and Previously Looked-after children.....	25
18. Positive Physical Intervention / Use of Reasonable Force.....	26
19. Health & Safety.....	26
20. Complaints and Concerns about School Safeguarding Policies and Procedures.....	27
21. Record-Keeping.....	30
22. Transfer of Records (Appendix L).....	31
23. Training.....	32
24. Supporting Children.....	34
25. Contextualised Safeguarding.....	35
26. Multi-Agency Working.....	35
27. Monitoring Arrangements.....	36
28. Links with other Policies.....	36

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To submit an online Cause for Concern notification go to

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

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 or students as part of its responsibility for pastoral care and, ultimately, all systems, processes and policies operate with the best interests of the pupils or students 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, School Support Services 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 or students at the school, including those who have attained the age of 18.

2. Aims

- 2.1. Chadsgrove School aims to ensure that:
 - It creates an open, honest, caring and supportive environment for all pupils or students
 - Appropriate action is taken in a timely manner to safeguard and promote children's welfare
 - All staff are aware of their statutory responsibilities with respect to safeguarding
 - Staff are properly trained in recognising and reporting safeguarding issues (Appendix A-J)
 - All staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines
 - It operates safer recruitment practices at all times

3. Legislation and Statutory Guidance

- 3.1. This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2024) and Working Together to Safeguard Children (2023), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by the 3 local safeguarding partners.
- 3.2. This policy is also based on the following legislation:
 - Advice to schools and colleges on gangs and youth violence
 - Alternative provision – DfE statutory guidance
 - The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
 - Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
 - Children Missing in Education (Statutory Guidance)
 - Data Protection in schools-Guidance which helps school staff, governors and trustees understand how to comply with data protection law, develop their data policies and processes, know what staff and pupil data to keep and follow good practices for preventing personal data breaches
 - Designated teacher for looked-after and previously looked-after children (Statutory Guidance)
 - Education for a connected- world (Internet Safety)
 - Education for Children with health needs who cannot attend school – DfE Statutory Guidance
 - Ending Domestic abuse Save Lives

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils or students
- Escalation Policy: Resolution of Professional Disagreements
- Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). The Act allows Chads Grove to take positive action to deal with particular disadvantages affecting pupils or students (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils or students.
- Female Genital Mutilation Act 2003 Section 5B(11), as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Female Genital Mutilation (Statutory Guidance), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- Get Safe - keeping children and young people safe from criminal exploitation
- Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- Keeping Children safe in Education 2023
- Mental health and behaviour in schools guidance
- Missing Children and Adults Strategy
- Ofsted guidance and procedures
- Prevent duty (Statutory Guidance), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools
- Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)
- Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. Some pupils or students may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination
- Relationships Education, Relationships and Sex Education, RSE and Health Education
- Rise Above, a programme from Public Health England to equip young people with coping strategies for modern life.
- Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Safeguarding Children with special educational needs and disabilities (SEND) - NSPCC
- Safeguarding d/Deaf and Disabled children and young people – NSPCC Learning
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- SEN Code of Practice 0-25 years
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Supporting pupils with medical conditions at school
- Teaching online safety in Schools (DfE, June 2019)
- Thinkuknow National Crime Agency's CEOP education programme:
- UK Safer Internet Centre: appropriate filtering and monitoring.
- Use of reasonable force in schools
- West Midlands Child Protection Procedures

- Worcestershire Children First Domestic abuse guidance
- Worcestershire Children First Levels of Needs Guidance
- Worcestershire Children First children missing from Education Policy.
- Working Together to Safeguard Children 2023

3.3. This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage

3.4. 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.

4. Definitions

4.1. **Safeguarding and promoting the welfare of children** means:

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

4.2. **Child Protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

4.3. **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

4.4. **Neglect** is a form of abuse and 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.

4.5. **Sharing of Nudes and Semi-Nudes** (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

4.6. **Children** includes everyone under the age of 18; this is particularly relevant as a result of the prominence of exploitation, adultification and teenage relationship abuse

4.7. The following three **Safeguarding Partners** are identified in Keeping Children Safe in Education. They make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The Local Authority (LA)
- Integrated Care Boards (previously known as clinical commissioning groups) for an area within the LA
- The Chief Officer of Police for a police area in the LA area

As Chadsgrove accepts pupils or students from a variety of Local Authorities, there is an expectation that the school will work with safeguarding partners from each of these different authorities and not just Worcestershire.

4.8. **Victim** is a widely understood and recognised term, but Chadsgrove understands that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, the school is prepared to use any term that the child involved feels most comfortable with.

4.9. **Alleged Perpetrator(s)** and **Perpetrator(s)** are widely used and recognised terms. However, Chadsgrove thinks carefully about what terminology is used as, in some cases, abusive

behaviour can be harmful to the perpetrator too. The school will decide what's appropriate and which terms to use on a case-by-case basis.

5. Equality Statement

- 5.1. Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. Chadsgrove School is committed to anti-discriminatory practice and recognises children's diverse circumstances. The school ensures that all children have the same protection, regardless of any barriers they may face.
- 5.2. All children at Chadsgrove have special educational needs and/or disabilities which may include complex health needs and which are likely to increase their vulnerability to abuse. Additionally, the school recognises that special consideration may also need to be given to children who:
- Are young carers
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
 - Have English as an additional language
 - Are known to be living in difficult situations – for example, where there are issues such as substance abuse or domestic violence
 - Are at risk of FGM, sexual exploitation, forced marriage or radicalisation
 - Are asylum seekers
 - Are at risk due to either their own or a family member's mental health needs
 - Are looked after or previously looked after
 - Are missing or absent from education for prolonged periods and/or repeat occasions
 - Whose Parent Carer has expressed an intention to remove them from Chadsgrove to be home educated (where a child has an EHCP the local authority will need to review the plan whilst working closely with Parent Carers)
- 5.3. Provisions within the Equality Act allows Chadsgrove to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with certain protected characteristics in order to meet their specific need. This includes a duty to make reasonable adjustments for disabled children and young people.'

6. Roles and Responsibilities

- 6.1. Safeguarding and child protection at Chadsgrove School is **everyone's responsibility**.

All staff

- 6.2. All staff, including those who do not work directly with children are expected to read at least part 1 and Annex B (about specific safeguarding issues), of Keeping Children Safe in Education (KCSIE) at least annually. They will sign a declaration at the beginning of each academic year (or during induction) to say that they have read the guidance.
- 6.3. Every member of staff, including volunteers working with pupils or students at Chadsgrove, are trained to maintain an attitude of 'it could happen here' where safeguarding is concerned and 'think beyond the obvious'.
- 6.4. All staff will:
- Have a responsibility to safeguard and promote the welfare of children. This includes a responsibility to be alert to possible abuse and to record and report concerns to the Designated Safeguarding Leads
 - Always act in the interests of the child
 - Reinforce the importance of online safety when communicating with Parent Carers
 - Provide a safe space for pupils or students who are LGBTQ+ to speak out and share their concerns
- 6.5. All staff will be aware of:

- The need to work with other services as needed and assist in making decisions about individual children
- The systems which support safeguarding, including this policy, the Staff Code of Conduct, the role and identity of the Designated Safeguarding Lead (DSL) and deputy/assistants, the Behaviour Policy, the Online Safety Policy (including the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and the safeguarding response to children who are absent from education for prolonged periods and/or repeated occasions
- The Early Help process and their role in it, including identifying emerging problems, liaising with the DSL and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, Female Genital Mutilation (FGM), radicalisation and serious violence (including that linked to County Lines)
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBTQ+) can be targeted by other children
- That children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Staff know that this should not prevent them from having a professional curiosity and speaking to the DSL if they have concerns about a child
- Their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's Confidential Reporting (Whistleblowing) Policy.

The Governing Body

6.6. The Governing Body will ensure that:

- There is a senior member on the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term activities
- The DSL and Deputy DSL role is explicit in the role holders' job descriptions and that the DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- All staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers;
- All Governors will read Keeping Children Safe in Education in its entirety.
- A link governor is appointed to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL
- That Chadsgrove has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:
 - Make sure the DSL takes lead responsibility for understanding the filtering and monitoring systems in place as part of their role
 - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support Chadsgrove in meeting these standards

- Make sure staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
- Chadsgrove has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors).

6.7. The Governing Body will also:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and Chadsgrove's local multi-agency safeguarding arrangements
- New staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Safeguarding arrangements take into account the procedures and practice of the Local Authority and the Worcestershire Safeguarding Children Partnership (WCSP)
- Information is provided to the Local Authority (on behalf of the WCSP) when requested, for example through the Annual Safeguarding Return (Section 175 Audit)
- Children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children 2023" including providing a co-ordinated offer of Early Help for children who require this
- The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Headteacher/DSL they should assess the level of risk within the school and put actions in place to reduce that risk
- Safeguarding responses are put in place in cases where children are absent from education for prolonged periods and/or repeated occasions

6.8. The Governing body will ensure that, where another body is providing services or activities at Chadsgrove, regardless of whether or not the children who attend these services/activities are children on the school roll:

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

6.9. The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate

The Designated Safeguarding Lead (DSL)

6.10. The DSL is a member of the Senior Leadership Team. Chadsgrove's DSL is Deb Rattley, Headteacher. The DSL takes lead responsibility for child protection and wider safeguarding at Chadsgrove. This includes online safety, and understanding the filtering and monitoring processes on school devices and school networks to keep pupils or students safe online.

6.11. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be available in person, in exceptional circumstances availability via phone, video

conference or other such media may be necessary. Appropriate cover arrangements are arranged for any out of hours/out of term activities. This includes email and mobile phone contact.

- 6.12. When the DSL is absent, the deputy will act as cover.
- 6.13. If the DSL and deputy are not available, the Assistant Safeguarding Leads (Rebecca Gayden and Rebecca Sabel) will act as cover. The Deputy and Assistant Designated Safeguarding Leads are all trained to the same standard as the Designated Safeguarding Lead. However, whilst the activities of the Designated Safeguarding Lead may be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead. This responsibility is not delegated.
- 6.14. The Designated Safeguarding Lead is expected to refer cases:
- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
 - to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme
 - where a person is dismissed or left due to risk/harm to a child, to the Disclosure and Barring Service as required
 - where a crime may have been committed to the Police as required
- 6.15. The Designated Safeguarding Lead is expected to:
- act as a source of support, advice and expertise for all staff
 - act as a point of contact with the safeguarding partners
 - Ensure she is fully informed of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult
 - as required, liaise with the "case manager" and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member
 - liaise with all staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
 - have a good understanding of the filtering and monitoring systems and processes in place at Chadsgrove
 - liaise with the senior mental health lead where safeguarding concerns are linked to mental health
 - promote supportive engagement with parent carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
 - take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensuring that school staff know who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes
- 6.16. The Designated Safeguarding Lead is responsible for ensuring that child protection files are kept up to date, confidential and stored securely within CPOMS.
- 6.17. Where children leave the school (including in year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new

term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

- 6.18. In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive.
- 6.19. The Designated Safeguarding Lead should:
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
 - ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
 - ensure the safeguarding and child protection policy is available publicly and parent carers know that referrals about suspected abuse or neglect may be made and the role of the school in this
 - link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
 - help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and other relevant school staff
- 6.20. The Designated Safeguarding Lead (and deputy) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead (and deputy) should also undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:
- 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 a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children's social care in order to safeguard and promote the welfare of children
 - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
 - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
 - understand the importance of information sharing, both within the school and with the 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
 - are able to 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
 - can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND 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
- 6.21. In addition to the formal training set out above, their knowledge and skills should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.
- 6.22. Training should support the Designated Safeguarding Lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:
- ensure that staff are supported during the referrals processes
 - support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- 6.23. It is important that all children feel heard and understood. Therefore, The Designated Safeguarding Leads (and deputy) should be supported in developing knowledge and skills to:
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
 - understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- 6.24. The Designated Safeguarding Lead should be equipped to:
- understand the importance of information sharing, both within the school and with other schools and colleges on transfer and with the safeguarding partners, other agencies, organisations and practitioners
 - understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
 - be able to keep detailed, accurate, secure records of concerns and referrals and understand the purpose of this record-keeping

The Headteacher

- 6.25. The Headteacher is responsible for the implementation of this policy, including:
- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of the systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy
 - Communicating this policy to Parent Carers when their child joins the school and via the school website
 - Making sure that online safety training is included in staff safeguarding and child protection training
 - Ensuring that she, as the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if she is absent
 - Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate and ensuring that allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer in a timely manner
 - Making decisions regarding all low-level concerns
 - Ensuring the relevant staffing ratios are met, where applicable
 - Making sure each child in the Early Years Foundation Stage is assigned a key person
 - Overseeing the safe use of technology, mobile phones and cameras in the setting
 - Ensure that a referral is made to the DBS and/or Teaching Regulation Agency if a person in regulated activity has been dismissed or suspended or removed from regulated activity where the harm criteria is met or would have been had they not resigned

Virtual School Heads

6.26. Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of pupils or students with a social worker. They should also identify and engage with key professionals, e.g. DSLs, special educational needs co-ordinators (SENCOs), social workers, mental health leads and others.

7. Confidentiality

7.1. Chads Grove recognises that all matters relating to child protection are confidential. The Headteacher (DSL) or the Deputy DSL will disclose any information about a pupil to other members of staff on a need to know basis only. Additionally, Chads Grove recognises that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

7.2. Staff at Chads Grove are aware that they should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children and should consider that:
 - Parent Carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

7.3. Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

7.4. The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information

7.5. If staff are in any doubt about sharing information, they are expected to speak to the DSL (or deputy)

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

8. Recognising Abuse and Taking Action

- 8.1. Chadsgrove adheres to child protection procedures that have been agreed locally through Safeguarding Worcestershire. Where children and families in need of support are identified, the school will carry out its' responsibilities in accordance with the West Mercia Consortium inter-agency procedures and the WSCP Levels of Need Guidance. All referrals are usually made in line with local procedures as detailed on the Worcester Children First Website. However, some referrals, for example for children from different local authorities, will be made in line with procedures from those local authorities. Guidance will always be sought from Worcestershire Children First, with whom the school holds a Service Level Agreement for Safeguarding, as necessary.
- 8.2. All staff at Chadsgrove will have an awareness of safeguarding issues that can put children at risk of harm, It is recognised that behaviours linked to issues such as
- drug taking and/or alcohol misuse
 - unexplained and/or persistent absences from education
 - serious violence (including that linked to county lines)
 - radicalisation
 - consensual and non-consensual sharing of nude and semi-nude images and/or videos can all be signs that children are at risk
- 8.3. All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.
- 8.4. The Designated Safeguarding Lead (DSL) is used as a first point of contact for concerns and queries regarding any safeguarding concern. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, or if they are unable to be contacted, the matter should be brought to the attention of the Assistant Safeguarding Leads, the most senior member of staff on site or Local Authority Children's Social Care.
- 8.5. All concerns about a child or young person should be reported without delay and recorded on CPOMS. The DSL should also be verbally informed that an incident is to be added to CPOMS. All information and actions taken, including the reasons for any decisions made, will be fully documented on CPOMS

If a child is suffering or likely to suffer harm, or in immediate danger

- 8.6. Ordinarily, the DSL will make a referral to children's social care and/or the police immediately if it is believed that a child is suffering or likely to suffer from harm, or is in immediate danger. Anyone, not just the DSL, can make a referral, but the DSL should be informed, as soon as possible if this happens. The following link is available to support staff in making a referral: <https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure

- 8.7. If a child discloses a safeguarding issue, all staff are expected to:
- Listen to and believe them
 - Allow them time to talk freely and do not ask leading questions
 - Stay calm and do not show any emotion
 - Tell the child they have done the right thing in speaking up
 - Explain what will happen next and that the information will need to be passed on

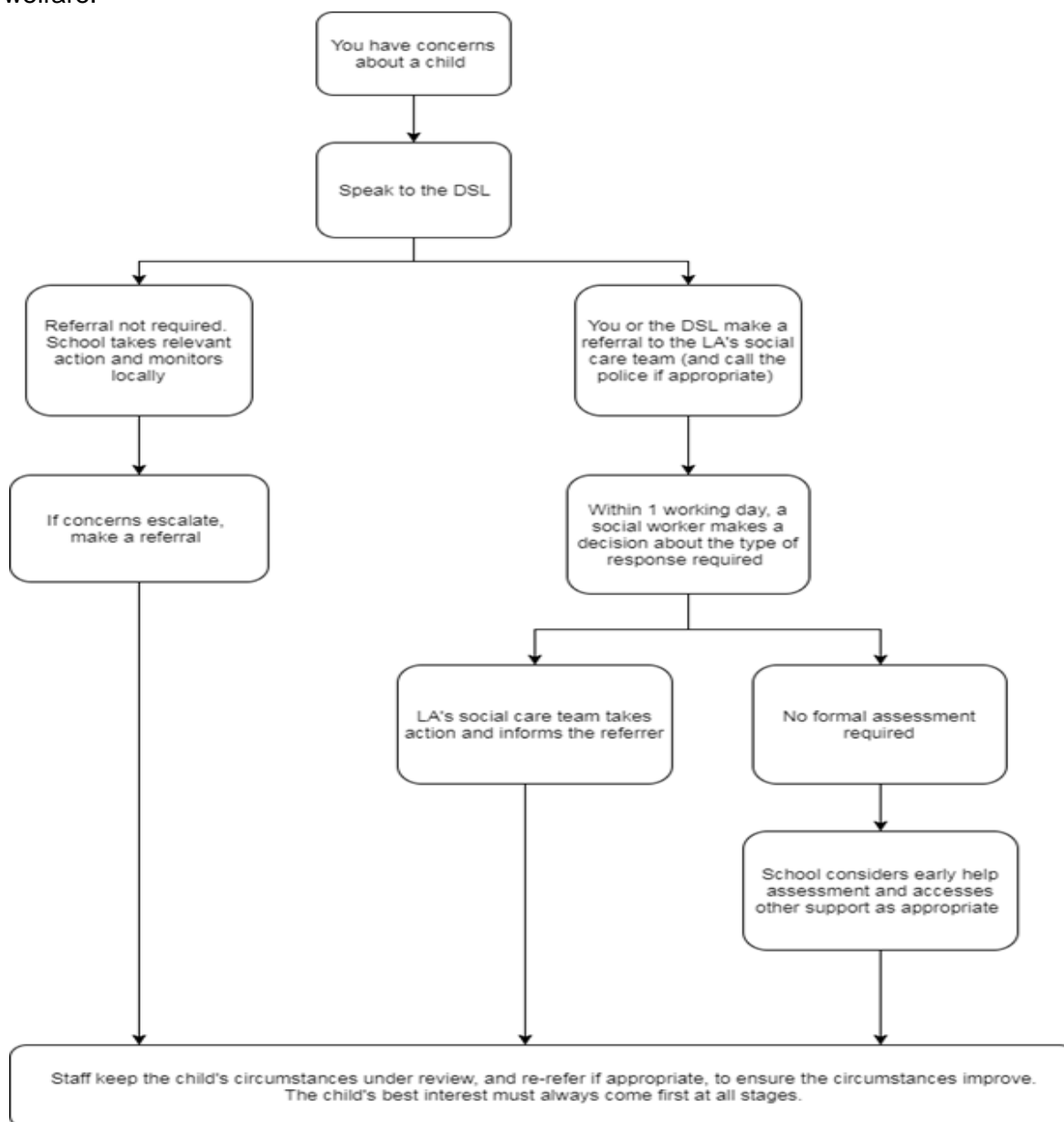
- Not promise to keep a secret
- Speak to the DSL or Deputy as soon as possible. Contact an assistant DSL or member of the Senior Leadership Team if necessary but **never do nothing**
- Write up the conversation, onto CPOMS, as soon as possible and certainly before the end of the school day. Use the child's own words, stick to the facts and avoid opinion
- If appropriate, make a referral to children's social care and/or the police directly, and tell the DSL as soon as possible that this has happened. Aside from the people, information should not be disclosed to anyone else unless told to do so by a relevant authority involved in the safeguarding process

8.8. All staff are expected to bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused or exploited
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

If there are concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

8.9. Figure 1 below, illustrates the procedure to follow if there are any concerns about a child's welfare.



- 8.10. The DSL should be spoken to, in the first instance, in order to agree a course of action.
- 8.11. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. All staff should speak to a member of the Senior Leadership Team and/or take advice from local authority children's social care. Staff can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Details of any actions taken should be shared with the DSL as soon as practically possible.

Referral

- 8.12. If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support a member of staff to do so, if appropriate.
- 8.13. If a referral is made directly by a member of staff, the DSL must be informed as soon as possible.
- 8.14. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.
- 8.15. If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

If it is discovered that FGM has taken place or a pupil is at risk of FGM (Appendix E)

- 8.16. Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.
- 8.17. Any teacher who either:
- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
 - Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth
- must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, teachers should also discuss the case with the DSL and involve children's social care as appropriate.
- 8.18. 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 or students.
- 8.19. **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow the local safeguarding procedures.
- 8.20. Any **member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM should speak to the DSL and follow the local safeguarding procedures.

If there are concerns about extremism (Appendix H)

- 8.21. If a child is not suffering or likely to suffer from harm, or in immediate danger, staff are expected to speak to the DSL first in order to agree a course of action.
- 8.22. If, in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Staff members are expected to speak to a member of the senior leadership team and/or seek advice from local authority children's social care. A referral to local authority

children's social care can be made directly, if appropriate, but the DSL or deputy must be informed about this as soon as practically possible.

- 8.23. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. An individual will be required to provide their consent before any support delivered through the Channel programme is provided
- 8.24. The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. Staff can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.
- 8.25. In an emergency, staff are expected to call 999 or the confidential anti-terrorist hotline on 0800 789 321. This would be the case if a member of staff:
 - Thought someone was in immediate danger
 - Thought someone may be planning to travel to join an extremist group
 - Saw or heard something that may be terrorist-related

If there is a concern about mental health

- 8.26. 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.
- 8.27. 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. 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.
- 8.28. 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.
- 8.29. 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. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing, and resilience among children. See Rise Above for links to all materials and lesson plans.
- 8.30. If school staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following this child protection policy and speaking to the DSL or a Deputy.

If there are allegations of Child-on-Child Abuse (Appendix G)

- 8.31. Chadsgrove recognises that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils or students.
- 8.32. Chadsgrove also recognises the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.
- 8.33. A child or young person being lesbian, gay or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some case, a child who is

perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are

- 8.34. The Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnosis of autism spectrum disorder and/or attention deficit hyperactivity disorder
- 8.35. The Cass review recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professionals with relevant experience.
- 8.36. As such, when supporting a gender questioning child, Chadsgrove will take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in exceptionally rare circumstances where involving parents would constitute a significant risk to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to the Guidance for schools and colleges in relation to gender questioning children, when deciding how to proceed.
- 8.37. Most cases of children hurting other children will be dealt with under Chadsgrove's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:
 - Is serious, and potentially a criminal offence
 - Could put pupils or students in the school at risk
 - Is violent
 - Involves pupils or students being forced to use drugs or alcohol
 - Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)
- 8.38. If a child makes an allegation of abuse against another child:
 - Staff are expected to record the allegation and tell the DSL, but not investigate it
 - The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
 - The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- 8.39. If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any sanctions against the alleged perpetrator.
- 8.40. Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- 8.41. Chadsgrove recognises the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.
- 8.42. To achieve this, the school will:
 - Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers

- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards females, and initiation or hazing type violence with respect to boys
- Ensure the curriculum helps to educate children about appropriate behaviour and consent
- Ensure pupils or students are able to easily and confidently report abuse using the reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence and make sure the victim, alleged perpetrator(s) or any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example, a child's behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

8.43. The DSL will take the lead role in any sanctioning of the alleged perpetrator(s). The school will provide support at the same time as taking any disciplinary action.

8.44. Sanctions can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent Chadsgrove from coming to its own conclusion about what happened and imposing a penalty accordingly. The school will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution
- There are circumstances that make it unreasonable or irrational for the school to reach its own view about what happened while an independent investigation is ongoing

If there are concerns about Sharing of Nudes and Semi-Nudes ('sexting') (Appendix I)

8.45. If a member of staff is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), it must be reported to the DSL immediately.

8.46. Staff are aware that they must **not**:

- View, copy, print, share, store or save the imagery, or ask a child to share or download it
- Delete the imagery or ask the child to delete it
- Ask the individual(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the individual(s) it involves or their, or other, Parent Carers

- Say or do anything to blame or shame any young people involved
- 8.47. Staff are expected to explain to those involved that the incident needs to be reported and to reassure the individual(s) that they will receive support and help from the DSL.
- 8.48. Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:
- Whether there is an immediate risk to individual(s)
 - If a referral needs to be made to the police and/or children’s social care
 - If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
 - What further information is required to decide on the best response
 - Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
 - Whether immediate action should be taken to delete or remove images or videos from devices or online services
 - Any relevant facts about the child’s involved which would influence risk assessment
 - If there is a need to contact another school, college, setting or individual
 - Whether to contact parents or carers of the child’s involved (in most cases Parent Carers should be involved)
- 8.49. The DSL will make an immediate referral to police and/or children’s social care if:
- The incident involves an adult
 - There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
 - What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
 - The imagery involves sexual acts and any child in the images or videos is under 13
 - The DSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)
- 8.50. If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care. The decision will be made and recorded in line with the procedures set out in this policy.
- 8.51. If at the initial review stage a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review to establish the facts and assess the risks.
- 8.52. They will hold interviews with the individuals involved (if appropriate).
- 8.53. If at any point in the process there is a concern that a child has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.
- 8.54. If it is necessary to refer an incident to the police, this will be done through dialling 101.

9. Notifying Parent Carers

- 9.1. Where appropriate, Chadsgrove will discuss any concerns about a child with the child’s Parent Carers. The DSL will normally do this in the event of a concern or disclosure. Other staff will only talk to Parent Carers about any such concerns following consultation with the DSL.
- 9.2. If it is believed that notifying Parent Carers would increase the risk to the child, the DSL will discuss this with the local authority children’s social care team before doing so.

- 9.3. In the case of allegations of child-on-child abuse, the school will normally notify the parents or carers of all the children involved. The school will think carefully about what information is provided about any other children involved, and when. The school will also work with the police and/or local authority children's social care to make sure that Chadsgrove's approach to information sharing is consistent. The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
- Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
 - Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

10. Early Help

- 10.1. Any child may benefit from early help. Staff at Chadsgrove are experienced and appropriately trained to identify the potential need for early help for any child who, in addition to their Special Educational Need:
- Has a mental health need
 - Is a young carer
 - Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
 - Is frequently missing/goes missing from care or from home
 - Has experienced multiple suspensions, is at risk of being permanently excluded from school and in Alternative Provision or a Pupil Referral Unit
 - Is at risk of modern slavery, trafficking, sexual or criminal exploitation
 - Is at risk of being radicalised or exploited
 - Has a family member in prison, or is affected by parental offending
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
 - Is a privately fostered child
 - Is absent from education for prolonged periods and/or repeated occasions, including parts of the school day
- 10.2. Chadsgrove's Early Help/Supporting Families Offer can be found on the [school website](#).
- 10.3. If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- 10.4. The DSL will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.
- 10.5. The DSL will keep the case under constant review and Chadsgrove will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

11. Safeguarding in the Curriculum

- 11.1. Whilst the local area statistics show that, in April 2024, 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>).

- 11.2. Chadsgrove plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing children for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence/harassment. This will be underpinned by Chadsgrove's Behaviour policy, pastoral support system and PHSEC delivered in regularly timetabled lessons, further reinforced throughout the whole curriculum.
- 11.3. Children are taught about safeguarding at Chadsgrove. The following areas are among those addressed in PSHE/SRE, assemblies and in the wider curriculum:
- Bullying/Cyber Bullying
 - Child Exploitation
 - Domestic Abuse
 - Drugs, Alcohol and Substance Abuse
 - Extremism and Radicalisation
 - Fire and Water Safety
 - Healthy Relationships / Consent
 - Online Safety / Mobile technologies
 - Peer to Peer Abuse (child on child)
 - Road Safety
 - Sexual Violence and Sexual Harassment
 - So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
 - Stranger Danger
 - Sharing nudes and semi-nudes
- 11.4. 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.
- 11.5. LGBTQ+ inclusion is part of the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.
- 11.6. 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 children at Chadsgrove. The way in which safeguarding issues are taught very much depends upon the age and ability level of the pupils or students that are being worked with and are described in further detail in the medium-term plans of teachers.

12. Reporting Systems for Pupils or Students

- 12.1. Where there is a safeguarding concern, Chadsgrove will take the child's wishes and feelings into account when determining what action to take and what services to provide.
- 12.2. Chadsgrove recognises the importance of ensuring children feel safe and comfortable to come forward and report any concerns and/or allegations.
- 12.3. To achieve this, we will:
- Put systems in place for children to confidently report abuse
 - Ensure that reporting systems are well promoted, easily understood and easily accessible for pupils or students
 - Make it clear to children that their concerns will be taken seriously, and that they can safely express their views and give feedback

- 12.4. A safeguarding Policy for pupils or students is in place and this explains what is OK what is not OK and what they should do if they have a problem. This policy includes pictures of the DSL and Deputy.
- 12.5. Due to the complex nature of the children's needs at Chadsgrove, it is likely that children may also express any worries or concerns (whether this is verbally or through their behaviours, to the adults that they feel safest or closest to in school – for example, a class teacher or teaching assistant. Should this occur, all staff are expected to follow the guidance in this policy and share any concerns with the DSL immediately.

13. Online Safety and the Use of Mobile Technology (Appendix J)

- 13.1. 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. The school, therefore, recognises its' responsibility to educate its' pupils or students, 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.
- 13.2. To address this, Chadsgrove aims to:
- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils or students, 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
- 13.3. Chadsgrove's approach to online safety is based on addressing the following categories of risk:
- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
 - **Contact** – being subjected to harmful online interaction with other users, such as 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, such as 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
- 13.4. To meet the schools aims and address the risks above, Chadsgrove will:
- Educate pupils or students about online safety as part of our 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 or students, 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 a pupil is in breach of the policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils or students and Parent Carers are aware that staff have the power to search pupils or students' 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

13.5. 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 'Senso Cloud' application is used for this purpose.

13.6. 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.

13.7. 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 children.

14. Photography and the Use of Images

14.1. The welfare and protection of pupils or students at Chadsgrove is paramount and consideration is always given to whether the use of photography will place children at risk. It is recognised that images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the internet, particularly social networking sites. For this reason, consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration is given to photographing vulnerable children, particularly children who are looked after or those with known child protection concerns. Consent is sought from those with parental responsibility - this may include the relevant Local Authority in the case of children who are looked after.

14.2. Many pupils or students own or have access to hand held devices and Parent Carers are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

14.3. Only school-owned iPads, smart phones and cameras are used for photographs and not personal devices. Staff must not photograph pupils using their own photographic equipment, mobile phone or smart watch (with camera) unless they have the express permission of the Headteacher to do so and transfer the images to the school server as soon as is reasonably practical.

15. Pupils or students with Additional Needs or Vulnerabilities (Appendix K)

15.1. 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.

- 15.2. 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 disproportionately 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.
- 15.3. All staff receive training 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.
- 15.4. 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 condition in school' and will also consult specialist organisations such as SENDIASS, The council for Disabled Children and MENCAP, as necessary.

16. Pupils or students with a Social Worker

- 16.1. Pupils or students may need a social worker due to safeguarding or welfare needs which is the case for many pupils at Chadsgrove.. As a result, these pupils are subject to either Child in Need or Child Protection Plans. The majority of these pupils or students 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. The DSL and all members of staff will work with and support social workers to help protect susceptible children.
- 16.2. Chadsgrove recognises that a child's experiences of adversity and trauma can leave them susceptible to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- 16.3. 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 her deputies are aware if who these pupils or students are and are alert to the need to offer support to these pupils or students as necessary.

17. Looked-after and Previously Looked-after children

- 17.1. 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
- 17.2. 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.
- 17.3. The Designated Teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

- 17.4. 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
- 17.5. Chadsgrove recognises that a previously looked after child potentially remains susceptible and therefore ensure that all staff have the skills, knowledge and understanding to keep previously looked after children safe.
- 17.6. 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.

18. Positive Physical Intervention / Use of Reasonable Force

- 18.1. 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 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 students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- 18.2. 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.
- 18.3. 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.
- 18.4. 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.
- 18.5. Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.
- 18.6. Incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures. Additionally, these will also be recorded on CPOMS.
- 18.7. 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.

19. Health & Safety

- 19.1. Chadsgrove's Health & Safety policy, set out in a separate document, reflects the consideration given to the safeguarding of children both within the school environment and when away from the school, for example when undertaking school trips and visits.

- 19.2. Risk assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, and the risk to and from children displaying harmful behaviour.
- 19.3. Chadsgrove undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety.
- 19.4. The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.
- 19.5. Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material. This will include any necessary research by the organiser of the visit, ID checks on arrival at school and supervision, whilst on site, by a member of staff.

20. Complaints and Concerns about School Safeguarding Policies and Procedures

Complaints/Allegations against Staff

- 20.1. Chadsgrove School is mindful of the position of trust that staff are in when working within an education setting. School staff recognise this and acknowledge that it could be considered a criminal offence to abuse that trust.
- 20.2. Chadsgrove ensures that it promotes an open and transparent culture in which all concerns about any adult working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:
 - Enable the school to identify inappropriate, problematic or concerning behaviour early
 - Minimise the risk of abuse and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries
- 20.3. All staff are aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the schools Confidential Reporting (Whistleblowing Policy). If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers), posing a risk of harm to children, then this should be referred to the Headteacher. Where there are concerns/allegations about the Headteacher this will be referred to the chair of Governors.
- 20.4. An allegation may be made if it is considered that an individual has:
 - possibly committed a criminal offence against or related to a child and/or;
 - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
 - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 20.5. Complaints/allegations against staff that are likely to require a child protection investigation will be handled in accordance with Chadsgrove's procedures for dealing with allegations of abuse made against staff. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance. A 'case manager', with training in the management of allegations will lead any investigation. This will be either the Headteacher or, where the Headteacher is the subject of an allegation, the Chair of Governors. For internal investigations, the Headteacher will appoint the Deputy Headteacher as the Investigating Officer.
- 20.6. If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:
 - This should be referred to the Headteacher

- Where there are concerns/allegations about the Headteacher, this should be referred to the chair of governors if it is felt that there is a conflict of interest in reporting a concern or allegation about a member of staff to the Headteacher, then the local authority designated officer (LADO) should be contacted.
- 20.7. If an allegation is made against a Governor, Chadsgrove will follow their own local procedures, with advice from Governor Services. Where an allegation is substantiated, the school will follow the procedures to consider removing the Governor from office.
- 20.8. If an allegation is received relating to an incident where an individual or organisation was using the school premises for running an activity for children, then the Chadsgrove safeguarding policies and procedures should be followed, informing the LADO, as necessary, as would be the case with any safeguarding allegation.
- 20.9. When dealing with allegations, Chadsgrove will:
- Apply common sense and judgement
 - Deal with allegations quickly, fairly and consistently
 - Provide effective protection for the child and support the person subject to the allegation
 - Inform Ofsted, if necessary, of any allegations and actions taken, within the necessary timescales
- 20.10. Chadsgrove will ensure all staff understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:
- Was the individual in the school at the time of the allegations?
 - Did the individual, or could they have, come into contact with the child?
 - Were there any witnesses?
- 20.11. When to inform the individual of the allegation will be considered carefully on a case by case basis, with guidance as required from the LADO, Human Resources, and if appropriate children social care and the police.
- 20.12. If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care services will be convened in accordance with the statutory guidance: Working Together to Safeguard Children.
- 20.13. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager.
- 20.14. Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, a risk assessment of the situation will be made. It may be necessary for a referral to be made to children's social care.
- 20.15. Where Chadsgrove is made aware that the Secretary of State has made an Interim Prohibition Order, in respect of an individual who works at the school, it will take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual will not carry out teaching work. Chadsgrove has clear policy on pay arrangements whilst the person is suspended or where there is an Interim Prohibition Order in place.

- 20.16. Suspension is not an automatic response when an allegation is reported. All options to avoid suspension will be considered prior to taking that step. In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at Chadsgrove based on consultation with the LADO who will provide relevant information received from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case.
- 20.17. Chadsgrove has a duty of care to its' employees. The school will ensure that it provides effective support for anyone facing an allegation and provide them with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer at Chadsgrove School is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation
- 20.18. The NSPCC's whistleblowing advice line is a dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by Chadsgrove School. Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

Complaints/Allegations involving staff from supply/recruitment agencies

- 20.19. Chadsgrove does not, currently, employ teaching or support staff from employment agencies. However, in some circumstances, Chadsgrove may need to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Supply teachers, whilst not employed by the school, would still be under the supervision, direction and control of the Governing Body when working in the school.
- 20.20. Where Chadsgrove is not the employer of an individual it still has a responsibility to ensure allegations are dealt with appropriately and that it liaises with relevant parties. The school will not decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. The Governing Body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.
- 20.21. Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social services. It is likely that the school will take the lead in any investigation because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.
- 20.22. If any agency were to be used, Chadsgrove would inform the agency of its process for managing allegations. This would include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.
- 20.23. Allegations against a teacher who is no longer teaching will be referred to the police, as will historical allegations of abuse.
- 20.24. Publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law; this includes verbal conversations or written material including content placed on social media sites.

Low-Level Concerns

- 20.25. 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.

- 20.26. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO. Examples 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
- 20.27. 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.
- 20.28. 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 or other adult within or outside of the organisation; or as a result of vetting checks undertaken.
- 20.29. 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

Other Complaints/Concerns

- 20.30. Other complaints or concerns, of a safeguarding nature – for example, those to do with premises, health and safety or pupil behaviour still need to be reported to the Designated Safeguarding Lead who will then determine the best course of action to take.
- 20.31. A complaints policy is in place and any complaints from Parent Carers, along with their outcome are maintained by the Headteacher or on the child's CPOMS file
- 20.32. Chadsgrove will investigate written complaints and notify complainants of the outcome of the investigation within 28 days of having received the complaint. The record of complaints will be made available to Ofsted on request.
- 20.33. Details about how to contact Ofsted are made available on the school website and in the Complaints Policy and Parent Carers will be informed of an Ofsted visit. Parent Carers will also be provided with a copy of the report following an inspection.

21. Record-Keeping

- 21.1. Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about any child or children 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.
- 21.2. 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.
- 21.3. 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.

- 21.4. 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.
- 21.5. All concerns, discussions and decisions made, and the reasons for those decisions, are recorded on CPOMS.
- 21.6. 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
- 21.7. If in doubt about recording requirements, staff are expected to discuss this with the Designated Safeguarding Lead (or deputy).
- 21.8. 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.
- 21.9. 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.
- 21.10. 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.
- 21.11. Any referrals made to other agencies, including referrals to Social Care, are stored in the child's file on CPOMS.
- 21.12. 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.
- 21.13. A record of any allegations (proven) made against staff is kept in a confidential file by the Headteacher (CPOMS Staff Safe).
- 21.14. The school holds records in line with Chadsgrove's records retention schedule.

22. Transfer of Records (Appendix L)

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

- 22.3. 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.
- 22.4. 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.
- 22.5. When Chadsgrove is the receiving school, all files are handed to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.
- 22.6. 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.

23. Training

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

- 23.1. When staff join Chadsgrove they are informed of the safeguarding children 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 2024
 - Annex A of Keeping Children Safe in Education 2024
 - 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.
- 23.2. 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)
 - Are aware 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 understand their role in it
 - How to manage a disclosure from a child
 - How to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care. Staff 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 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
- 23.3. 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.
- 23.4. As part of the induction process new staff who start at Chadsgrove mid-year will access on-line level one safeguarding training.
- 23.5. This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
 - Be in line with advice from the 3 safeguarding partners
 - Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all pupils or students
- 23.6. Training will generally take the form of yearly face to face training and on-line level one/ universal 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

- 23.7. 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 two years and is provided through a Service Level Agreement (SLA) held with Worcestershire Children First. In addition to their formal training, their knowledge and skills is also updated, for example, via e-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.
- 23.8. 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
- 23.9. 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
 - Are 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 Regulation****
 - 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
- Can 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 or college may put in place to protect them.

Governors

23.10. 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 the Chadsgrove to deliver a robust whole-school approach to safeguarding

23.11. 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 Headteacher, they receive training in managing allegations for this purpose.

Interview panels (Recruitment)

23.12. 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.

24. Supporting Children

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 children feel secure and are encouraged to talk and are listened to
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty
- Ensure there are systems in place for children 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 child's thoughts/wishes and feelings are sought and recorded on all referrals.
- Include in the curriculum activities and opportunities which equip children 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 children 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 or students a sense of being valued
 - Consistently applying the school behaviour policy, which is aimed at supporting susceptible pupils or students. 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 child 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 child's new setting.
- 24.4. Staff are made aware of the fact that some pupils or students at Chadsgrove, because of their learning and/or physical disability, are susceptible and may find it more difficult to recognise and report abuse. The 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 child's needs.

25. Contextualised Safeguarding

- 25.1. 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.

26. Multi-Agency Working

- 26.1. Chadsgrove School has a pivotal role to play in multi-agency safeguarding arrangements. The Governing Body ensures that the school contributes to multi-agency working in line with Working Together to Safeguard Children. At Chadsgrove, school leaders and the Governing Body understand the local safeguarding arrangements and work with partners from Worcestershire Children's safeguarding partnership (WSCP) to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- 26.2. The Worcestershire Children First (WCF) Headteacher safeguarding Steering Group, which is represented by all phases of education, is part of the WSCP, make all schools aware of, and ensures that they follow, the local arrangements for assessment, policies and procedures. Chadsgrove is also prepared to supply information as requested by the safeguarding partners.
- 26.3. Chadsgrove recognises the importance of information sharing between practitioners and local agencies. The school has ensured arrangements are in place that set out clearly the processes and principles for sharing information within our School and with WCF children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.
- 26.4. Chadsgrove works with WCF, social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a

coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

- 26.5. Where a child is suffering, or is likely to suffer from harm, Chadsgrove will make a referral to children's social care and, if appropriate, the police immediately. Referrals will follow the local referral process. At Chadsgrove, staff allow access for children's social care from the host Local Authority and, where appropriate, from a placing Local Authority, for that Authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- 26.6. Children's social care assessments will consider where children are being harmed in contexts outside the home, Chadsgrove will provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to addressing such harm.
- 26.7. On occasions, there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that staff are aware of how to escalate concerns and disagreements if appropriate and use the WSCB escalation procedures if necessary.

27. Monitoring Arrangements

- 27.1. This policy, including online safety, will be reviewed annually by Angela Macvie, Deputy Designated Safeguarding Lead, in liaison with Deb Rattley, Designated Safeguarding Lead. At every review, it will be approved by the full Governing Body.
- 27.2. 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

28. Links with other Policies

- 28.1. 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:
 - 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)
 - 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)

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

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 can 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

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

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

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
- 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.

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

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 CHECKLIST²

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

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

- Repeat sexually-transmitted infections, pregnancy and terminations
- 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: <http://www.worcestershire.gov.uk/cms/safeguarding-our-children/child-sexual-exploitation.aspx>

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.

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.

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 friends round. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

Threats

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

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

- Be healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution;
- Achieve economic wellbeing.

What you might see in school

- 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 **0800 800 5000**
- ChildLine **0800 11 11**
- Parentline **0800 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: <http://www.worcestershire.gov.uk/cms/domestic-and-sexual-abuse.aspx>

- 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;
 - 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 address: <http://www.worcestershire.gov.uk/cms/domestic-and-sexual-abuse.aspx>

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 Leonean, 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?

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 urinary 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 urinary 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.

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](#).

Appendix F – Forced Marriage

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.
- 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

E-mail: fm@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.

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:

- 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 than 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

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:

- **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.

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>

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)

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;
- 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.

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

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.

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
- **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

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.



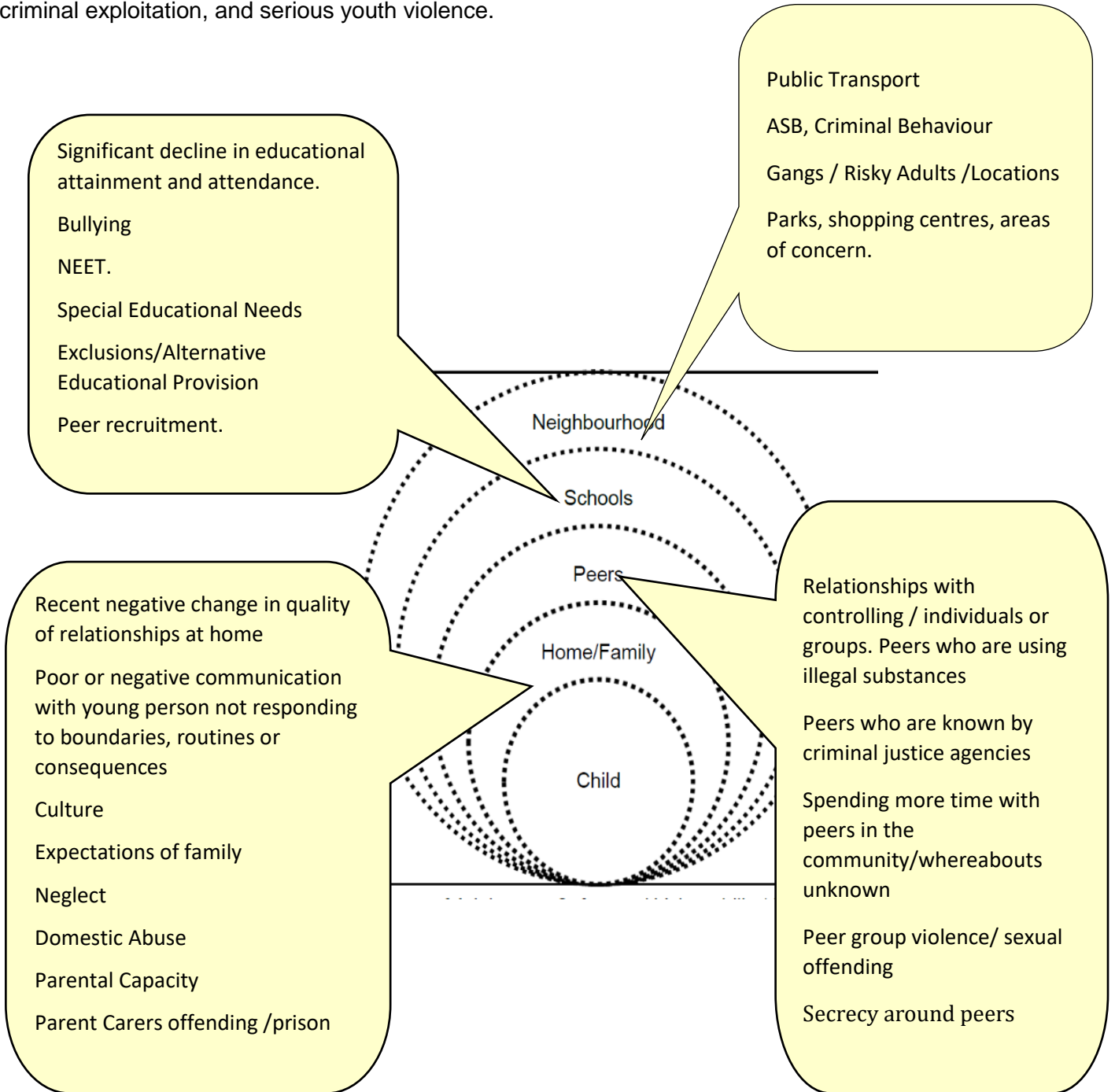
Appendix L - Transfer of Records

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	

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.



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
- 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	<ul style="list-style-type: none"> ● GCSE (or equivalent) in English and Maths ● Degree
Experience	<ul style="list-style-type: none"> ● Successful leadership and management experience in a school or other relevant organisation ● Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> ○ Building relationships with children and their parent carers ○ Working and communicating effectively with relevant agencies

	<ul style="list-style-type: none"> ○ 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
Skills and knowledge	<ul style="list-style-type: none"> ● 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 ScholarPack ● 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	<ul style="list-style-type: none"> ● 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