SAFEGUARDING CHILDREN POLICY AND GUIDANCE (INCLUDING CHILD PROTECTION)

August 2020

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LEAD: Angela Macvie

GOVERNOR RESPONSIBLE: Lorraine Petersen

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Chadsgrove School Details

• Governors' Committee Responsible for Safeguarding	Full Governing Body	cog@chadsgrove.worcs.sch.uk
• Chair of Governors and Governor Lead for Safeguarding (including Prevent)	Mrs Lorraine Petersen	cog@chadsgrove.worcs.sch.uk
• Head Teacher • Designated Safeguarding Lead: • Early Years Designated Safeguarding Lead	Ms Deb Rattley	drattley@chadsgrove.worcs.sch.uk
• Deputy Head teacher • Deputy Safeguarding Lead • Prevent Lead • CSE Lead • Designated Teacher for Children in Care	Mrs Angela Macvie	amacvie@chadsgrove.worcs.sch.uk
• Assistant Safeguarding Leads	Mrs Rebecca Gayden Mrs Rebecca Sabel	rgayden@chadsgrove.worcs.sch.uk rsabel@chadsgrove.worcs.sch.uk
• Safeguarding in Education Advisor, WCF	Ms Denise Hannibal	dhannibal@worcschildrenfirst.org.uk
• Family Front Door		01905 822666 (core working hours) 01905 768020 (Out of hours/ weekends)

To submit an online Cause for Concern notification go to:
http://www.worcestershire.gov.uk/childrenssocialcare

Safeguarding Statement - COVID-19

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

The department for Education has issued non-statutory interim guidance on safeguarding in schools during the coronavirus outbreak. The guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools might consider safeguarding policy and process differently when compared to business as usual.

This guidance has been used to support the response that Chadsgrove has made the coronavirus outbreak. Further, detailed, information can be found in Appendix A.

1. Introduction

1.1 This policy is based upon the model policy issued by Worcestershire Children First.

1.2 Chadsgrove School recognises its' moral and statutory responsibility to safeguard and promote the welfare of all pupils. 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.

1.3 The aim of this policy is to safeguard and promote pupil welfare, safety, health and well-being by creating an open, honest, caring and supportive environment. Pupil welfare is of paramount importance at all times.

1.4 Safeguarding and child protection is the responsibility of everyone and this policy applies to all individuals who come into contact with the pupils 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 Associate Teachers working for the Teaching School or Outreach Service.

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

1.6 This policy is based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The Children and Families Act 2014,
- The guidance contained in Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Ofsted guidance and procedures
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on Female Genital Mutilation, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- West Midlands Child Protection Procedures
- Worcestershire Children First Levels of Needs Guidance
- Teaching online safety in Schools (DfE, June 2019)
- Statutory guidance: Relationships Education, Relationships and Sex Education, RSE and Health Education
- UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected-world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above
- Statutory guidance on the roles and responsibilities of the designated teacher.

1.7 Chadsgrove School will ensure that all parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception area and on the school website and by raising awareness at meetings with parents/carers.

1.8 Chadsgrove School will operate a lettings policy which ensures the suitability of adults working with any children on the school site at any time.

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

2. General Data Protection Regulations (GDPR)

2.1 Chadsgrove School is aware that, among other obligations, the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The school maintains, stores and disposes of information relating to the safeguarding and protection of children in line with these obligations. For further information, please refer to the Data Protection Policy (Policy Number 84).

2.2 Through their training and updates, all school staff are informed that fears about sharing information must not be allowed to stand in the way of the need to safeguard children

3. Safeguarding Commitment

3.1 Chadsgrove School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parent carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears are taken seriously and children are encouraged to seek help from members of staff.

3.2 Chadsgrove School will therefore:

- 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
- 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 parents/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 2018 (updated February 2019).

3.3 Chadsgrove seeks to ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide in order to protect them from harm. To this end the school will:

- 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.

3.4 Chadsgrove School will ensure that:

- It has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role
- It has at least one member of staff who will act in the absence of the DSL (Deputy DSL)
- It has a nominated governor who will take leadership responsibility for the school's safeguarding arrangements
- The DSL and/or a deputy DSL is always available to speak to during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities.
- Every member of staff (including temporary staff, supply staff and volunteers) and the Governing Body knows the name of the DSL and any deputies and understands their role.

3.5 Chadsgrove School will ensure that all staff and volunteers:

- Are alert to the potential need for early help and aware of those children whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an early help assessment
- Understand their responsibilities in being alert to the signs of abuse and neglect including the specific issues of Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), Children Missing Education (CME) and Radicalisation and Extremism (Prevent) and Sexual Violence and Sexual Harassment
- Understand their responsibility for referring any concerns to the DSL, Deputy DSL or other members of the Senior Leadership Team in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon
- Feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines.

3.6 Chadsgrove School will

- Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines
- 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
- Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.

3.7 Within our local area statistics show that, in June 2020, violence/sexual offences and anti-social behaviour are the two highest crimes committed and therefore, are a focus for our school. (Data taken from https://www.crime-statistics.co.uk). However, as Chadsgrove has a very wide catchment area, other crimes are also considered. In particular, there is a focus on the pupils learning how to keep themselves safe.

4. Safeguarding in the Curriculum

4.1 Children are taught about safeguarding at Chadsgrove. The following areas are among those addressed in PSHE/SRE and in the wider curriculum:

- Bullying/Cyber Bullying
- Drugs, Alcohol and Substance Abuse
- Online Safety / Mobile technologies
- Stranger Danger
- Fire and Water Safety
- Peer to Peer Abuse
- Sexual Violence and Sexual Harassment
- Road Safety
- Domestic Abuse
- Healthy Relationships / Consent
- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)
- Sexual Exploitation of Children (CSE)
- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

4.2 The way in which these issues are taught very much depends upon the age and ability level of the pupils that are being worked with and are described in further detail in the medium term plans of teachers.

4.3 Where appropriate, pupil's 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. Pupils 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.

4.4 Assemblies are held, as appropriate, to address other issues such as drugs misuse and personal safety.

5. Procedures

5.1 Chadsgrove adheres to child protection procedures that have been agreed locally through the Safeguarding Worcestershire. All referrals will be made in line with local procedures as detailed on the Worcestershire Children First website.

5.2 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.

5.3 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 Children's Social Care.

5.4 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.

5.5 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services or another agency unless, to do so would place the child at risk of harm or compromise an investigation. All information and actions taken, including the reasons for any decisions made, will be fully documented on CPOMS.

5.6 It is not the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.7 If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Services without delay. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL/Head Teacher. Concerns should always lead to help for the child at some point.

5.8 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- The situation is an emergency and the DSL, or their deputies are unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety.

5.9 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head Teacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

5.10 School procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. The school recognises the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite them to shape this policy and associated safeguarding arrangements.

6. Specific Responsibilities

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

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

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

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

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

6.6 NSPCC's 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 their school or college. Staff can call 0800 028 0285 (8:00am to 8:00pm, Monday to Friday) or email: help@nspcc.org.uk.

6.7 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.

Governing Body

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

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times
- The policy is made available publicly and is reviewed at least annually or more often, for example, in the event of new guidance or a significant incident
- Governors have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who do not already have one. Governance is not a regulated activity and so governors do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.
- The school carries out a section 128 check for school governors, because a person subject to one is disqualified from being a governor
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers
- The Head Teacher, a nominated governor and other staff involved in the recruitment process have undertaken Safer Recruitment training
- There are procedures for dealing with allegations of abuse against members of staff and volunteers/people in a position of trust
- There is a senior member of 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 Designated Safeguarding Lead undertakes effective training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, governors should ensure that their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Head Teacher, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated (at least every year)
- New staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2020). Training should include indicators of FGM; early signs of radicalisation and extremism; indicators of vulnerability to radicalisation. This training should take place every 3 years
- Any deficiencies or weaknesses in these arrangements that are brought to the attention of the Governing Body are rectified without delay
- The Chair of Governors (or, in the absence of a chair, the Vice Chair) deals with any allegations of abuse made against the Head Teacher, with advice and guidance from the Local Authority Designated Officer (LADO)
- Effective policies and procedures are in place and updated annually including a behaviour "Code of Conduct" for staff and volunteers and the "Guidance for Safer Working Practice for Those who Work with Children in Education Settings 2019"
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return
- Children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children 2018" 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 Head/DSL they should assess the level of risk within the school and put actions in place to reduce that risk
- The DSL and Deputy DSL role is explicit in the role holders' job descriptions

- Safeguarding responses are put in place in cases where children go missing from education.

Head Teacher

6.9 The Head Teacher will ensure that:

- The Safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff
- Sufficient resources and time are allocated to enable herself, as Designated Safeguarding Lead, and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- 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.

Designated Safeguarding Lead / Deputy Designated Safeguarding Lead (Appendix B)

6.10 The Designated Safeguarding Lead will take lead responsibility for safeguarding and child protection (including online safety). This responsibility is explicit in her job description.

6.11 As Head Teacher, the Designated Safeguarding Lead has the appropriate status and authority within the school to carry out the duties of the post. She is given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and support other staff to do so
- Contribute to the assessment of children.

6.12 The Deputy and Assistant Designated Safeguarding Leads are 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.

6.13 The Designated Safeguarding Lead and any deputies liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children 2018.

6.14 During term time, the Designated Safeguarding Lead and/or a deputy is always available (during school hours) for staff in the school 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.

6.15 The designated safeguarding lead and any deputies 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.

6.16 The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required.

6.17 The designated safeguarding lead will:

- Act as a point of contact with the three safeguarding partners
- Liaise with the "case manager" and the designated officer(s) at the local authority for child protection in cases which concern a staff member
- Liaise with staff, as appropriate, on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff.
- Liaise with the Senior Leadership team to inform them of relevant issues
- Provide information to the WSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004
- Liaise with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Attend and contribute to child protection conferences and other key partnership risk management meetings, when required, using the Signs of Safety model.

6.18 The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years and includes Prevent awareness training. The training provides designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly 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 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.

6.19 The Designated Safeguarding Lead will:

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's 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 child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partners 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 the information about the welfare safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff

- Carry out, in conjunction with the Safeguarding Governor, an annual audit of safeguarding procedures, using the County Safeguarding Checklist or similar
- Organise child protection and staff behaviour induction training for all newly appointed staff and whole staff training, refreshed at least every 3 years with updates as required and, at least, annually
- Ensure all staff are able to recognise and report any concerns immediately they arise
- Ensure all staff have read Part 1 of "Keeping children safe in education"
- Keep electronic records, via CPOMS, of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately
- Ensure all electronic child protection records, held on CPOMS are kept securely and only accessed by authorised users via two factor authentication
- Ensure that all child protection files are transferred in a safe and timely manner when a child moves settings within and out of county and that a receipt of transfer is obtained
- Notify the key worker immediately if there is an unexplained absence of a pupil who is subject to a child protection plan
- Monitor unauthorised absence, particularly where children go missing on repeated occasions and reporting concerns in line with 'missing children' procedures.

7. Training

7.1 When staff join Chadsgrove they will be 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 go missing from education
- The pupil behaviour policy
- Part 1 and Annex A of Keeping Children Safe in Education 2020
- 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.

7.2 All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice. This information can be found in Appendices C and D. As part of the induction process new staff will access on-line level one safeguarding training.

7.3 All staff will receive training in child protection and safe working practice, updated at least every three years. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM, Prevent, on-line safety and sexual violence/harassment. Training will also include how to record and report abuse both within school and to Children's Social Care.

7.4 Training will generally take the form of face to face training and on-line level one/ universal safeguarding training if necessary. In addition, staff will receive safeguarding and child protection updates from the DSL as required, but at least annually. Face to Face training will be delivered at the start of each academic year in order to ensure that all staff receive this training before joining the usual three year cycle.

7.5 Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy will update their knowledge and skills via newsletters, briefings, network meetings and seminars, at regular intervals and at least annually.

7.6 Staff with specific safeguarding leadership responsibilities will undertake further relevant training in issues such as CSE, Radicalisation (WRAP training), Sexual Violence and Sexual Harassment and the Management of Allegations of Abuse. They will cascade the learning from this training to the rest of the staff as appropriate.

8. Record Keeping, Monitoring and Transfer (Appendix Q)

8.1 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 record should include the child's words as far as possible and should be timed, dated and signed. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.

8.2 At Chadsgrove, records relating to actual or alleged abuse or neglect are stored electronically on CPOMS. These records are separate from the normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

8.3 Any member of staff receiving a disclosure of abuse from a young person, or noticing signs or symptoms of possible abuse, will complete 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.

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

8.5 Access to safeguarding information in CPOMS can only be accessed via a two factor authentication system by staff with the appropriate level of access assigned to them by the CPOMS administrator. CPOMS maintains a complete record of who has accessed an individual's file and when this occurred.

8.6 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/child protection concerns.

8.7 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 schools.

8.8 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.

8.9 All 'physical' records of a child protection nature (for example, those received from social care) will be passed to the DSL. These may include case conference or core group minutes, child protection plans and written records of any concerns.

8.10 Any referrals made to other agencies, including referrals to Social Care, will be copied prior to sending and stored in the young person's file on CPOMS.

8.11 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.

8.12 A record of any allegations (proven) made against staff is kept in a confidential file by the Head Teacher.

9. Specific Safeguarding Issues

Peer on Peer Abuse (including sexual violence and sexual harassment) (Appendix J)

9.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. Chadsgrove School recognises that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery; and initiation/hazing type violence or rituals.

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

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

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

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

Up skirting (Appendix J)

9.6 The Voyeurism (Offences) Act, which is commonly known as the Up skirting Act, came into force on 12 April 2019. 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

9.7 Support for the victims of such abuse will be in line with support outlined in Chadsgrove's Behaviour and Anti-Bullying policy (Policy Number 56). For victims of sexual abuse, Chadsgrove will follow advice given by Children's Social Care and consider using external agencies, such as Early Help or West Mercia Rape and Sexual Abuse Support Centre to support any strategies that they may be able to provide within school.

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

Child Sexual Exploitation (CSE) (Appendix E)

9.9 CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

- In exchange for something the victim needs or wants, and/or
- 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.

9.10 CSE does not always involve physical contact; it can also occur through the use of technology. It can affect any child or young person under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can also include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

9.11 Chadsgrove addresses the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

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

9.13 The DSL will use the Safeguarding Worcestershire CSE Screening Tool on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited. In all cases if the tool identifies any level of concern the DSL will contact their local Missing and Child Sexual Exploitation Forum and email the completed CSE Screening Tool along with a Family Front Door (FFD) Cause for Concern form. If a child is in immediate danger the police will be called on 999.

Child Criminal Exploitation / County Lines (Appendix N)

9.14 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.

In addition, CCE does not always involve physical contact; it can also occur through the use of technology. The victim may have been criminally exploited even if the activity appea.rs consensual.

9.15 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, within the UK, using dedicated mobile phone lines or other form of "deal line". Typically, the gang exploits young or vulnerable people to store and/or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a cross over between CSE and County Lines and young people are sometimes required to offer sex in order to pay off perceived debts.

9.16 Concerns about young people being possibly involved are passed to the DSL who will refer to Police and the Family Front Door.

Radicalisation and Extremism (Appendix K)

9.17 Chadsgrove is subject to a duty, under section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015), to have "due regard109 to the need to prevent people from being drawn into terrorism". This is known as the Prevent duty.

9.18 Terrorism is an action that:

- Endangers or causes serious violence to a person/people
- Causes serious damage to property or
- Seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

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

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

9.21 Children are vulnerable to extremist ideology and radicalisation. Some children, as a result of their vulnerabilities, are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of Chadsgrove’s safeguarding approach.

9.22 Chadsgrove School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

9.24 Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include the designated safeguarding lead (or deputy) making a Prevent referral. Chadsgrove’s designated safeguarding lead (and any deputies) are aware of local procedures for making a Prevent referral.

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

9.26 Through training, staff, volunteers and governors will have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise. In addition:

- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The Deputy DSL/SPOC has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The Deputy DSL/SPOC will make referrals in accordance with West Mercia child protection procedures and will represent our school at Channel meetings as required.
- The school will use relevant information, tools and resources to help staff and parents recognise and address extremism and radicalisation in young people, for example the ‘Educate Against Hate’ website.

9.27 Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from Chadsgrove will be available to attend the Channel panel to help with this assessment.

'Honour Based' Abuse (Appendix G)

9.28 So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female

genital mutilation (see 9.32 below), forced marriage (see 9.38 below), and practices such as breast ironing.

9.29 Honour based abuse or violence might also be committed against people who

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

9.30 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important for school staff to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. All school staff need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

9.31 If a member of staff at Chadsgrove has a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (Appendix H)

9.32 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women.

9.33 A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. The duty applies to all persons in Chadsgrove School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report and it should not be transferred to the Designated Safeguarding Lead. However, unless the teacher has good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The report should be made to the police force in which the girl resides by calling 101 by the close of the next working day. Those failing to report such cases may face disciplinary sanctions.

9.34 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

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

9.36 It will be rare for teachers to see visual evidence, and there are no circumstances in which a teacher or other member of staff should examine a girl.

9.37 The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. Concerns about FGM outside of the mandatory reporting duty should be reported as per Chadsgrove School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

Forced Marriage (Appendix G)

9.38 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. Forcing a person into a marriage is a crime in England and

Wales. Some perpetrators also use perceived cultural practices as a way to coerce a person into marriage.

9.39 Forced marriage is recognised in the UK as a form of violence and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

9.40 A forced marriage is not the same as a pre-introduced or arranged marriage which is common in several cultures, whereby the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

9.41 Chadsgrove School will contact the Family Front door when they have a concern about a child. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or discloses that it has happened to them or to an older sister – it will make a child protection referral and inform the Police as required by the mandatory reporting duty. School staff will not:

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

9.42 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. As such, it is essential that school staff take such concerns seriously and act without delay.

Children Missing from Education (CME)

9.43 All staff are made aware of the fact that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may also indicate

- Mental health problems
- Risk of substance abuse
- Risk of travelling to conflict zones
- Risk of female genital mutilation
- Risk of forced marriage.

9.44 Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. Attendance, absence and exclusions are closely monitored and staff are aware of Chadsgrove's unauthorised absence and children missing from education procedures.

9.45 The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities. Staff are made aware of these procedures through our Attendance Policy.

9.46 Chadsgrove School will make every attempt to obtain at least two emergency contact numbers for each child registered at the school in order to ensure that we are able to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Domestic Abuse (Appendix F)

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

9.48 Chadsgrove School engages with 'Operation Encompass', the purpose of which is to highlight that a Domestic Abuse Incident has taken place and the police have been called or visited the family home. It is about keeping an eye on changed behaviour and logging anything out of the ordinary and helps police and schools work together to provide emotional and practical help to children. Chadsgrove receives Operation Encompass notifications via Worcestershire Children First before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. All parents have received a letter informing them on how we use Operation Encompass notifications.

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

Modern Slavery

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

Homelessness

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

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

9.53 The Homelessness Reduction Act 2017 placed a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The duties shift focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

9.54 In most cases school will need to consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or carers, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

Youth Produced sexual Imagery (Appendix I)

9.58 Youth produced sexual imagery (Sexting) refers to both images and videos where

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age if 18 is in possession of sexual imagery created by another person under the age of 18

9.59 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People'.

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

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

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

9.63 Immediate referral at the initial review stage should be made to Family Front Door/Police if

- The incident involves an adult
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs)
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- The imagery involves sexual acts
- The imagery involves anyone aged 12 or under
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

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

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

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

9.66 There is a separate policy in relation to online safety (Policy Number 87) and Chadsgrove has a robust approach to promoting safety through the curriculum. The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

10. Online Safety (Appendix L)

10.1 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. We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

10.2 The DSL and Deputy DSL understand the unique risks associated with online safety. They have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Additionally, they are able to recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and have the capability to support SEND children to stay safe online.

10.3 All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.

10.4 Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, governors, volunteers and parents).

10.5 Chadsgrove ensures that filters are in place to prevent access to unsuitable sites and we will monitor 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 'Futures Cloud' application (formerly Policy Central) is used for this purpose and is described in more detail in the Online Safety and Acceptable Use policy (Policy Number 87).

10.6 Whilst it is essential that Chadsgrove ensures that appropriate filters and monitoring systems are in place, there is flexibility (through the set-up of Future Cloud and liaison with Netbuilder, the school's IT provider) to prevent "over blocking" leading to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

11. Children with Additional Vulnerabilities (Appendix M)

11.1 There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with 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.

11.2 Chadsgrove School will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration
- Children with SEND can be disproportionally impacted by behaviours such as bullying without outwardly showing any signs being more prone to peer group isolation than other children
- No single point of contact for the school as a child has a number of care-givers and involved professionals
- Assumptions that state approved care-givers are providing safe care for the child
- The communication needs of a child which can lead to over reliance on parental accounts and interpretations.

12. Children with family members in prison

12.2 Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Chadsgrove will support these pupils, as necessary, in order to ensure that they appropriately safeguarded and continue to achieve.

13. Private Fostering Arrangements

13.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It

applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

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

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

13.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If Chadsgrove becomes aware of a privately fostering arrangement, the school will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

14. Racist Incidents

14.1 Chadsgrove School's policy on racist incidents is set out in a separate policy (Number 56 - Pupil Behaviour, Supervision, Anti-Bullying, Racial Harassment & Exclusions) and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school within CPOMS.

15. Anti-Bullying

15.1 Chadsgrove School's policy on anti-bullying is set out in a separate policy (policy number 56 as above) and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

15.2 All incidences of bullying, including cyber-bullying, sexting, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in school.

15.3 We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Family Front Door or to the Police.

16. Looked After Children and Previously Looked After Children

16.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills, knowledge and understanding to keep looked after children safe.

16.2 Appropriate staff have information about a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children (Angela Macvie) and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Virtual School for children in care and previously looked after children.

16.3 We recognise that a previously looked after child potentially remains vulnerable and therefore ensure that all staff have the skills, knowledge and understanding to keep previously looked after children safe.

16.4 Our designated teacher for looked after children and previously looked after children has the appropriate training and the relevant qualifications and experience of working with this group of children.

16.5 The DSL 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.

17. Positive Physical Intervention / Use of Reasonable Force

17.1 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 blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

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

17.3 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.

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

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

17.6 All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures. Additionally, these will also be recorded on CPOMS.

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

18. Photography and use of images (including hand held devices)

18.1 The welfare and protection of pupils 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.

18.2 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 Looked After Children or those known to be fleeing domestic violence. Consent is sought from those with parental responsibility - this may include the Local Authority in the case of Looked After Children.

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

18.4 Only school iPads, smart phones and cameras should be used for photographs and not personal devices.

19. Contextualised Safeguarding (Appendix O)

19.1 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 vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

19.2 Contextualised safeguarding is described in more detail in Appendix O.

20. Supporting Children

20.1 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 vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Chadsgrove seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with SEND. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

20.2 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 a sense of being valued
- Consistently applying the school behaviour policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred
- 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.

20.3 Staff are made aware of the fact that some pupils at Chadsgrove, because of their learning and/or physical disability, are vulnerable 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. Reasons for this particular vulnerability are described in Appendix M.

21. Mental Health

21.1 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.

21.2 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.

21.3 Whilst it is acknowledged that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, school staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

21.4 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy and speaking to the designated safeguarding lead or a deputy without delay.

22. Children potentially at greater risk of harm

22.1 Many children at Chadsgrove need support from a social worker. As a result, they are subject to either Child in Need or Child Protection Plans. The majority of these pupils 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.

22.2 However, some children at Chadsgrove may need a social worker due to safeguarding or additional welfare needs. Children may need this help due to abuse, neglect or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

22.3 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 are and are alert to the need to offer support to these pupils as necessary.

22.4 Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

23. Allegations against staff / Abuse of a Position of Trust (Appendix P)

23.1 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.

23.2 Chadsgrove School also acknowledges that allegations may be made against a member of staff or volunteer. The school will respond robustly when concerns are raised or complaints made as it recognises that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available from the school office and on the website.

23.2 Appropriate procedures will be followed where it is alleged that anyone working in the school (including supply or volunteer staff) has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

23.3 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 Head Teacher.

23.4 Where there are concerns/allegations about the Head Teacher this will be referred to the chair of governors.

23.5 Allegations against a teacher who is no longer teaching will be referred to the police as will historical allegations of abuse.

23.6 The Head Teacher (or Chair of Governors) on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO), prior to undertaking any investigation.

23.7 The school will follow the DfE, Safeguarding Worcestershire and Local Authority procedures for managing allegations against staff, a copy of which is available in school.

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

23.9 It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in 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.

23.10 Chadsgrove recognises that it also has a duty of care to their employees. As such, effective support will be provided for anyone facing an allegation and they will be given a named contact if they are suspended.

23.11 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.

Use of supply Staff

23.12 Chadsgrove does not, currently, employ teaching or support staff from employment agencies.

23.13 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.

23.14 Where Chadsgrove is not the employer of an individual they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers. 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.

23.15 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.

23.16 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. They would be advised to contact their trade union representative if they have one, or a colleague for support.

23.17 The allegations management meeting which is often arranged by the LADO would address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

23.18 If any agency sere 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.

24. Managing Professional Disagreements

24.1 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.

25. Information Sharing & Confidentiality

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

25.2. All personal information will be processed fairly and lawfully in line with our duties under the Data Protection Act 2018 and GDPR and will be held safely and securely. However, we recognise that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

25.3. We recognise that all matters relating to child protection are confidential.

25.4. The Head Teacher (DSL) or the Deputy DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

25.5. All staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

25.6. All staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

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

26. Supporting and Supervision of Staff

26.1. Chadsgrove recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

26.2. The Head Teacher will support such staff by providing an opportunity to talk through their anxieties with herself or the deputy DSL and to seek further support such as counselling or regular supervision, as appropriate.

26.3. The Head Teacher will enable supervision for herself and the deputy DSL through direct consultation with the Safeguarding in Education Adviser or social care practitioners in order to promote best practice and challenge unsatisfactory or poor practice.

26.4. In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with children, they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

27. Safer Recruitment and Selection of Staff

27.1. Chadsgrove has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

27.2. The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

27.3. References are requested and scrutinised for all candidates prior to interview and any discrepancies or concerns are raised and discussed during interview, including for any volunteers and internal candidates. References are always requested directly from the referee and verified as being from a senior person with appropriate authority; electronic references are checked to ensure they originate from a legitimate source. Where specific questions have not been answered satisfactorily or insufficient information is provided, the referee will be contacted directly for further clarification. Where references are not forthcoming, despite reminders, the candidate will be asked to provide an alternative referee.

27.4. All staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory, enhanced DBS check (including barred list check) and a right to work in the UK. For members of staff who remain employed at Chadsgrove School, the decision has been made (February

2019) to repeat the check every four years. This process has begun and all current staff who have been employed for over 4 years should have an updated DBS by September 2019.

27.5. All qualified teachers working within our school have been checked using the Teacher Services website to ensure they have been awarded QTS, they have completed their teacher induction and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions e.g. management posts

27.6. The school seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.

27.7. Our governors are subject to an enhanced DBS check without barred list check and have been checked to ensure they are not disqualified from holding office under a section 128 direction

27.8. Chadsgrove maintains a single central record of recruitment checks for audit purposes.

27.9. Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.

27.10. Volunteers who are not working in regulated activity will be supervised at all times. A risk assessment will be undertaken to help decide whether or not an enhanced DBS check, without barred list check, is required.

28. Staff/Pupil Relationships

28.1. Chadsgrove provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

29. Communication with Parents/Carers

29.1. Chadsgrove School recognises that good communication with parents/carers is crucial in order to safeguard and promote the welfare of children effectively.

29.2. Chadsgrove will always undertake appropriate discussion with parents/carers prior to involvement of another agency unless to do so would place the child or an adult at further risk of harm or would impede a criminal investigation.

29.3. The school will ensure that parents/carers have an understanding of the responsibilities placed on the school and staff to safeguard children and their duty to co-operate with other agencies in this respect. This is achieved through newsletters and information on the school website.

30. Health & Safety

30.4. 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.

30.5. 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.

30.6. 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.

30.7. 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.

30.8. 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.

31. Inspection

31.1. Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under Ofsted's Education Inspection Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

31.2. Chadsgrove School pays full regard to all relevant Ofsted guidance.

32. Monitoring and Evaluation

32.1. This Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion of the annual safeguarding 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

33. Other Relevant Policies

33.1. The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.

33.2. 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:

- Behaviour, Supervision, Anti Bullying, Racial Harassment and Exclusion (Policy Number 56)
- 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)
- Medical Interventions Policy (Policy Number 91)
- Positive Physical Intervention (Policy Number 71)
- Positive Handling (Policy Number 83)
- 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)

33.3. The above list is not exhaustive but when undertaking development or planning of any kind school staff will need to consider safeguarding matters.

34. Contacts

Internal	Head Teacher Deb Rattley	drattley@chadsgrove.worcs.sch.uk
	Designated Safeguarding Lead (DSL) Deb Rattley	drattley@chadsgrove.worcs.sch.uk
	Deputy DSL/SPOC Angela Macvie	amacvie@chadsgrove.worcs.sch.uk
	Chair of Governors Lorraine Petersen	cog@chadsgrove.worcs.sch.uk
	Safeguarding Governor Lorraine Petersen	cog@chadsgrove.worcs.sch.uk

External	Children's Services Family Front Door (FFD)	01905 822666 childrensteam@worcestershire.gov.uk
	Emergency Duty Team (EDT) out of office hours	01905 768020
	Community Social Work Team	01905 846057
	Local Authority Designated Officer: Andrew Tombs	01905 846221 lado@worcestershire.gcsx
	Police – Prevent team: DS Stuart Clark	01386 591835 stuart.clark@westmercia.pnn.police.uk
	Ofsted	Tel: 0300 123 1231
	Childline	Tel: 0800 1111
	Women's Aid (24hr. Helpline)	Tel: 0800 980 3331
	West Mercia Rape and Sexual Abuse Support Centre (WMRSASC)	Tel: 01905 724514

Training and Independent Support	Chris and Eve Johnston Create Safer Organisations (CSO)	07970 340846 createsaferorgs@btinternet.com
	Worcestershire Children First CPD Online	workforcesupport@worcschildrenfirst.org.uk

Appendices

a) COVID-19 Safeguarding Addendum

b) DSL Role and Responsibilities

c) Abuse and neglect

d) Signs and symptoms of abuse

e) Child Sexual Exploitation

f) Effects of Domestic Abuse

g) Honour Based Violence

h) Female Genital Mutilation

i) Sexting

j) Peer on Peer Abuse

k) Extremism and Radicalisation

l) Online Safety

m) Children and Young People with a Disability

n) Child Criminal Exploitation/County Lines

o) Contextualised safeguarding

p) Checklist for handling and recording allegations or complaints made against a member of staff or volunteer

q) Transfer of Records Form

Appendix A – COVID-19 Addendum

1. Introduction

1.1. From 20th March 2020 parents were asked to keep their children at home, wherever possible. Schools and all childcare providers were asked to provide care for a limited number of children, those who are vulnerable and those whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

1.2. It is hoped that Chadsgrove School will fully re-open from September 2020. However, due to the unpredictability of the current situation, the information within this addendum remains in force.

2. Scope

2.1. This addendum applies during any period of school closure due to COVID-19, and reflects updated advice from Worcestershire local authority (LA) and our 3 local safeguarding partners:

- Worcestershire County Council
- West Mercia Police
- NHS South Worcestershire, NHS Wyre Forest and NHS Redditch and Bromsgrove Clinical Commissioning Groups (CCGs)

2.2. This addendum sets out changes to our normal Safeguarding and Child Protection Policy (Policy Number 73) in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy. Unless covered here, that policy continues to apply.

3. Definitions

3.1. The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a Child Protection Plan
  - Assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989
  - Looked after by the Local Authority
- Have an Education, Health and Care (EHC) plan (up to age 25)

3.2. Chadsgrove School additionally includes those pupils at the school on an assessment basis or going through the statutory assessment process in their definition of 'vulnerable'.

3.3. As a result of this definition all pupils at Chadsgrove could be considered 'Vulnerable'.

4. Risk Assessments

4.1. Whether closed, partly open or fully open, Chadsgrove is committed to ensuring the safety and welfare of all of it's' pupils at all times.

4.2. Many children and young people with EHC plans can safely remain at home.

4.3. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. Pupils at Chadsgrove are admitted to the school because they have a physical disability and / or complex health need. Underlying health conditions are experienced by all but a very small minority of pupils.

4.4. All pupils at Chadsgrove have been subject to a risk assessment in consultation with the Local Authority and parent carers, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. Currently, these risk assessments have deemed all children to be safer at home, with support from parent carers. This is due to the fact that all children at Chadsgrove are considered to have underlying health or physical difficulties and their very high levels of care needs means that appropriate

social distancing cannot be facilitated. However, this is subject to on-going review and may change.

4.5. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who the most vulnerable children are and are able to engage with health services and social care in order to support families should the need arise.

5. Core Safeguarding Principles

5.1. During any period of closure, Chadsgrove School will still have full regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

5.2. During any closure, although Chadsgrove would be operating in a different way to normal, all staff are still expected to adhere to the following important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 7 for details of the arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

6. Reporting Concerns

6.1. All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for any children that may attend school and those at home.

6.2. Reporting concerns will not change – the DSL should be alerted, though this will be through a phone call, rather than face to face, and then CPOMS should be completed. If the DSL cannot be contacted by phone, then it is important to contact one of the other identified DSLs in order to ensure that a concern has been passed on. CPOMS should not be relied upon, solely, to communicate with the DSL.

6.3. Staff are reminded of the need to report any concern immediately and without delay.

7. DSL (and deputy) Arrangements

7.1. Chadsgrove aims to have a trained DSL or deputy DSL contactable at all times. Details of all important contacts are listed in the 'Important contacts' section at the start of this policy. Should the school be opened at any point, then this member of staff will be on site if at all possible.

7.2. Chadsgrove will keep all school staff informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them. Telephone numbers are included at the start of this policy.

7.3. Chadsgrove will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in the school are.

7.4. On occasions where there is no DSL or deputy contactable, a senior leader will take responsibility for coordinating safeguarding. This will be Rebecca Gayden. Rebecca can be contacted using the information at the start of this policy.

7.5. The senior leader will be responsible for liaising with the DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social care where they need access to children in need and/or to carry out statutory assessments

7.6. All DSLs and deputies have full access to CPOMS and are able to view the records of all pupils in school, including when they are off-site.

7.7. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

8. Working with Other Agencies

8.1. Chadsgrove School will continue to work with and support Children's Social Care, the Special School Nursing Team and the Virtual School Heads for looked-after and previously looked-after children. The lead person for this will be Angela Macvie.

8.2. Chadsgrove will continue to update this addendum as necessary, to reflect any updated guidance from:

- The three local safeguarding partners
- The local authority about children with education, health and care (EHC) plans
- The Local Authority Designated Officer
- Children's social care

9. Monitoring Attendance

9.1. If the school is subject to a closure as a result of COVID-19 and, as children will not be attending school during this time, Chadsgrove will not complete its' usual attendance registers or following the usual procedures to follow up on non-attendance. Instead, the COVID-19 registration codes on Scholarpack will be used.

9.2. The exception to this is where, should the school re-open to some pupils, any child we expect to attend school doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by text, phone call or home visit if necessary
- Notify their social worker, where they have one

9.3. Should the school re-open to any pupils, Chadsgrove will use the Department for Education's daily online attendance form to keep an accurate record of who is attending school. In addition, the COVID-19 attendance codes will be completed on Scholarpack.

9.4. Chadsgrove will make arrangements with parents and carers to make sure up-to-date emergency contact details, and additional contact details where possible, are available. These will be checked with the information held on Scholarpack and updated on this system, as necessary.

10. Peer-On-Peer Abuse

10.1. Chadsgrove will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

10.2. Staff should continue to act on any concerns they have immediately, about both children attending school and those at home.

10.3. Reporting concerns will not change – the DSL should be alerted, though this will be through a phone call, rather than face to face) and then CPOMS should be completed. If the DSL cannot be contacted by phone, then it is important to contact one of the other identified DSLs in order to ensure that a concern has been passed on. CPOMS should not be relied upon to communicate with the DSL.

11. Concerns about a Staff Member or Volunteer

11.1. Chadsgrove will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

11.2. Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working either on site or remotely.

11.3. Procedures for reporting concerns will not change – staff should contact the Head Teacher if they are concerned about a member of staff and the Chair of Governors (Lorraine Petersen) if their concerns relate to the Head Teacher. All contact details can be found at the beginning of this addendum.

11.4. Chadsgrove will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS). Full details can be found in paragraph 163 of KCSIE.

11.5. Chadsgrove will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency as per paragraph 166 of KCSIE and the TRA's 'Teacher Misconduct Advice for Making a Referral'. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

12. Support for Children who aren't 'Vulnerable' but where there are Concerns

12.1. Whilst the school remains closed, or risk assessments confirm that a child is safer at home, Chadsgrove will put a contact plan in place for those children who don't meet the Department for Education's definition of 'vulnerable', but who the school does have safeguarding concerns about. These may include children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns, as explained in section 13 below.

13. Contact Plans

13.1. Chadsgrove will have contact plans in place for all children in school, regardless of the level of their vulnerability. However, the nature of this contact will vary depending upon any assessed risk.

13.2. Each child has an individual plan which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both.

13.3. The DSL will agree these plans with children's social care where relevant, and will review them weekly.

13.4. Weekly updates with children's social care and the Special School Nursing Team will take place throughout the closure.

13.5. If school staff can't make contact through the agreed means, staff may

- Contact extended family members for whom there is details on Scholarpack
- Try an alternative method of communication, for example, text or email
- Contact health colleagues, for example, the Orchard Team, to see if they have had any contact
- Contact the child's social worker if they have one
- Contact the family front door or the police if we feel that a child may be in danger or at risk of significant harm.

14. Safeguarding all Children

14.1. Staff and volunteers are aware that any school closure potentially puts all children at greater risk and Chadsgrove School is committed to ensuring the safety and wellbeing of all of its children and young people.

14.2. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on these concerns immediately in line with the procedures set out in section 6 above.

14.3. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person or his/her family.

14.4. For children at home, school staff will look out for signs like:

- Not logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins, visits to the home or video calls
- Indications from parent carers that they are having difficulty managing the needs of their child.

14.5. Children are likely to be spending more time online during any period of closure – see section 16 below for our approach to online safety both in and outside school.

14.6. See section 18 below for information on how we will support pupils' mental health.

14.7. Chadsgrove will share safeguarding messages on its website and social media pages.

15. Online Safety

In School

15.1. Chadsgrove will continue to have appropriate filtering and monitoring systems in place in school and on all laptops used off-site.

15.2. If IT staff are unavailable, our contingency plan involves contacting Netbuilder who offer regular technical support service and with whom the school holds an SLA. Netbuilder can be contacted on 01905 770882.

Outside School

15.3. Where staff are interacting with children online, they will continue to follow our existing staff Code of Conduct and Acceptable Use policies.

15.4. Online teaching should follow the same principles as set out in the school's Code of Conduct.

15.5. Chadsgrove will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

15.6. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1's, groups only, preferable with at least two members of staff
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms and attention paid to whatever may be in the background
- Any live classes, should these be used, should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by Chadsgrove to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

15.7. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 6 of this addendum.

15.8. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Working with Parent Carers

15.9. Chadsgrove will ensure that parent carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online.

15.10. All of this information can be found on the e-safety section of the school website.

16. Peer on Peer Abuse

16.1. Chadsgrove recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

16.2. Where the school receives a report of peer on peer abuse, staff will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

16.3. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

16.4. Concerns and actions must be recorded on CPOMS, and appropriate referrals made.

17. Mental Health

17.1. Chadsgrove recognises that the school is a protective factor for children and young people, and any school closure, can affect the mental health of pupils and their parent carers. Teachers at Chadsgrove need to be aware of this in setting expectations of pupils' work where they are at home.

17.2. Where possible, Chadsgrove will continue to offer its' current support for pupil mental health for all pupils. This will depend upon the needs of individual pupils but may involve, for example, offering counselling over the phone instead of face-to-face.

17.3. Chadsgrove will also signpost all pupils, parents and staff to other resources to support good mental health at this time. This information can be found in the Home Learning section of the website.

17.4. When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

18. Staff Recruitment, Training and Induction

Recruiting New Staff and Volunteers

18.1. Chadsgrove continues to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in the school are safe to work with children.

18.2. Chadsgrove will continue to follow its' safer recruitment procedures and part 3 of Keeping Children Safe in Education.

18.3. In urgent cases, when validating proof of identity documents to apply for a DBS check, the school will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

18.4. New staff must still present the original documents when they first attend work at the school.

18.5. Chadsgrove will continue to do its' usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with Keeping Children Safe in Education 2020.

18.6. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Staff 'On Loan' from other Schools

18.7. Currently, this situation is not likely to arise. However, if staff are deployed from another education or children's workforce setting to Chadsgrove, the school will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual

These checks will be completed by Jacqueline Pitt, School Business manage or, in her absence, the DSL.

18.8. Upon arrival, they will be given a copy of Chadsgrove's Child Protection Policy including this Addendum, confirmation of school procedures and confirmation of DSL arrangements.

18.9. Chadsgrove will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

Safeguarding Induction and Training

18.10. DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

18.11. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

18.12. All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

18.13. New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (including this addendum)
- Keeping Children Safe in Education part 1.

18.14. Chadsgrove will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements.

Keeping records of who's on site

18.15. Whilst acknowledging the challenge of a pandemic such as COVID-19, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Chadsgrove will keep the single central record (SCR) up to date as outlined in KCSIE.

18.16. Chadsgrove will use the single central record to log:

- Everyone working or volunteering in school each day, including any staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

19. Children Attending other Settings

19.1. Currently, this situation is unlikely to occur as a result of the very specialist needs of the children at Chadsgrove. However, should children be temporarily required to attend another setting, Chadsgrove will make sure the receiving school is provided with any relevant welfare and child protection information.

19.2. Wherever possible, our DSL (or deputy) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head.

19.3. Where the DSL or deputy can't share this information, the senior leader(s) identified in section 7 will do this.

19.4. Chadsgrove will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

20. Supporting Children should the school partially or fully re-open

20.1. Chadsgrove will continue to be a safe space for all children to attend and flourish.

20.2. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. She (or a deputy) will also ensure that trained members of staff are available to administer medications and feed children safely.

20.3. Chadsgrove will ensure that, should we care for children of critical workers and vulnerable children on site, staff will ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS as appropriate.

20.4. Any opening of school will need to be managed on a daily basis and will need to take in account the availability of

- Trained staff to meet pupil needs
- A DSL or deputy
- An appropriate number of first aiders
- Sufficient resources that may be necessary to safely meet a child's needs whilst in school.

20.5. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, their social worker and Chadsgrove school will explore the reasons for this directly with the parent.

20.6. Where parents are concerned about the risk of the child contracting COVID19, Chadsgrove or the social worker will talk through these anxieties with the parent carer following the advice set out by Public Health England.

21. Social Distancing

21.1. All staff and students working in school should observe the current government guidelines on social distancing.

21.2. Due to the very high levels of physical and intimate care that the majority of the pupils at Chadsgrove require, often by two members of staff at the same time, it will be extremely difficult to maintain a safe distance at all times whilst on the premises. This factor will be taken into consideration when risk assessing any return of pupils to school until this guidance changes.

22. Monitoring Arrangements

22.1. This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated. At every review, it will be approved by the full governing board.

23. Links with other Policies

23.1. This policy links to the following policies and procedures:

- Complaints (Policy Number 89)
- E-safety and Acceptable Internet Use (Policy Number 87)
- First aid and the administration of medicines (Policy Number 17)
- Health and Safety (Policy Number 44)
- Intimate Care (Policy Number 74)
- Positive Physical Intervention (Policy Number 71)
- Positive Handling (Policy Number 83)
- Pupil Behaviour, Supervision, Anti Bullying, Racial Harassment and Exclusion (Policy Number 56)
- Safer Recruitment (Policy Number 101)
- Special Educational Needs (Policy Number 40)
- Safer Recruitment (Policy Number 101)
- Staff Code of Conduct (Policy Number 96)
- Whistleblowing (Confidential Reporting) (Policy Number 88).

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

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

Person specification

Criteria	Qualities
Qualifications and training	• GCSE (or equivalent) in English and Maths • Degree

Experience	• Successful leadership and management experience in a school or other relevant organisation
	• Experience of managing safeguarding in a school or other relevant organisation, including:
	  ○ Building relationships with children and their parents
	  ○ Working and communicating effectively with relevant agencies
	  ○ Implementing and encouraging good safeguarding practice throughout a large team of people
	• Demonstrable evidence of developing and implementing strategies to help children and their families
	• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality

Skills and knowledge	• Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies

	• Ability to work with a range of people with the aim of ensuring the safety and welfare of children • Awareness of local and national agencies that provide support for children and their families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills, including previous use of CPOMS and 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	• 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

Appendix C - Abuse and Neglect

Abuse and Neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent to act to prevent harm. Children may be abused in a family or in an institutional setting or community setting by those known to them, or more rarely, by others for example, via the internet. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces an illness in a child.

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 over protection and the 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 cyberbullying) causing children to frequently 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.

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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

Appendix D – Signs and Symptoms of Abuse

Recognition & Identification of Abuse
Taken from Working Together to Safeguard Children 2018, Appendix A

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. 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 or 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 parents 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's failure to act is causing the neglect). This is a key consideration with regard to school attendance where parents 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.

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

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 or 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 vulnerable 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 (parents and other 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 E - 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 vulnerable to CSE, boys and young men are also victims of this type of abuse.
The characteristics common to all victims of CSE are not those of age, ethnicity or gender, rather their powerlessness and vulnerability. Victims often do not recognise that they are being exploited because they will have been groomed by their abuser(s). As a result, victims do not make informed choices to enter into, or remain involved in, sexually exploitative situations but do so from coercion, enticement, manipulation or fear. Sexual exploitation can happen face to face and it can happen online. It can also occur between young people.
In all its forms, CSE is child abuse and should be treated as a child protection issue.

WARNING SIGNS AND VULNERABILITIES CHECKLIST[2]
The evidence available points to several factors that can increase a child's vulnerability to being sexually exploited. The following are typical **vulnerabilities in children prior to abuse**:

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

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

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites

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

- 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 F - Effects of domestic abuse on children and young people

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

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

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

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

Economic
The parent or carer of the child or young person may have limited control over the family finances. Therefore, there might be little or no money available for 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 parents/carers but not wanting the abuse to continue. They may be given negative messages about their own worth, which may lead to them developing low self-esteem. Many children and young people feel guilty, believing that the abuse is their fault. They are often pessimistic about their basic needs being met and can develop suicidal thoughts. Some children and young people may internalise feelings and appear passive and withdrawn or externalise their feelings in a disruptive manner.

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

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

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

What you might see in school

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

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

What schools can do

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

For many victims, the school might be the one place that they visit without their abusive partner.
It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies:

- NSPCC **0808 800 5000**
- ChildLine **0800 11 11**
- Parentline **0808 800 2222**
- Worcestershire's Forum Against Domestic Abuse and Sexual Violence (WFADSA) and West Mercia Women's Aid 24 hr. helpline: **0800 980 3331**
  Website: **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 parents 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 is the perpetrator/victim – any disclosure to the 'wrong' parent could heighten risk.
- Need to be aware who is 'connected' to the child – e.g. TA/lunchtime supervisor may be child's relative / friend of the family.
- **Inappropriate sharing of information could heighten the risk for the victim and/or the child.**

If in doubt, consult with either the Family Front Door (01905 822666)

Appendix G – Honour Based Abuse- 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.

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 parents over continuation of the student'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. 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. Parents 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 parents believe that they are upholding the cultural traditions of their home countries, when in fact practices and values there have changed. Some parents 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 parents 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: fmu@fco.gov.uk **Website:** www.fco.gov.uk/forcedmarriage
FMU publication: '*Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage' June 09*
See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'* Government Office - November 2008, West Mercia regional procedures and Forced Marriage Guidance on the WSCB website – January 2016.

Appendix H – Honour Based Abuse - Female Genital Mutilation (FGM)

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

What is FGM?
FGM includes procedures that intentionally alter or injure the female genital organs for non-medical reasons.
There are four known types of FGM, all of which have been found in the UK:

Type 1 – clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
Type 2 – excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)
Type 3 – infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
Type 4 – other: all other harmful procedures to the female genitalia for non-medical purposes, e.g., pricking, piercing, incising, scraping and cauterising the genital area.

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

Why is FGM carried out?
It is believed that:

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

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

Within which communities is FGM known to be practised?
According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM. UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leoni, Egyptian, Nigerian and Eritrean, as well as non-African communities including Yemeni, Afghani, Kurdish, Indonesian and Pakistani.
Obviously, this not to say that all families from the communities listed above practise FGM, and many parents will refuse to have their daughters subjected to this procedure. However, in some communities a great deal of pressure can be put on parents 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 urinal tract infections are a common problem for women who have undergone FGM, and for some, infections come from menstruation being restricted. Many women have problems during pregnancy and childbirth. The removal of the clitoris denies women physical pleasure during sexual activity and some groups will practise complete removal to ensure chastity.

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

- practise FGM in the UK
- take girls who are British nationals or permanent residents of the UK abroad for FGM, whether or not it is lawful in that country
- Aid and abet, counsel or procure the carrying out of FGM abroad.

The offence carries a penalty of up to 14 years in prison, and/or a fine.

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

Things that may point to FGM happening:

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

Things that may indicate a child has undergone FGM:

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

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

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

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

Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing.

The 'one chance' rule

In the same way that we talk about the 'one chance rule' in respect of young people coming forward with fears that they may be forced into marriage, young people disclosing fears that they are going to be sent abroad for FGM are taking the 'one chance', of seeking help.

It is essential that we take such concerns seriously and act without delay. Never underestimate the determination of parents who have decided that it is right for their daughter to undergo FGM. Attempts to mediate may place the child/young person at greater risk, and the family may feel so threatened at the news of their child's disclosure that they bring forward their plans or take action to silence her.

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 I – Peer on Peer Abuse - 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 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 head teacher 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 parents 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 parents 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 students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' parents 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 incidences
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 in school.
Further information is available from the NSPCC

Appendix J – Peer On Peer Abuse

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both 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 Violence
It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting;

- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- It may include: non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats; and 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).

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

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

Appendix K – 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 vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' 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;
- Assessing the risk of pupils 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 at risk;
- Keeping pupils safe online, using effective filtering 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 vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection.

Pupils 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 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 may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable 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 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 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 in other schools.

Referral Process

All concerns about young people vulnerable 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 parents/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.

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 school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

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/revised-prevent-duty-guidance-for-england-and-wales.

The Terrorism Act 2000 (TACT 2000), http://www.legislation.gov.uk/ukpga/2000/11/contents

Appendix L - 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 three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety include:

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

Protecting Children

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

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

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

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

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college.

Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

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

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

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

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

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

Advice for Governing Bodies 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 parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support

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

Appendix M - Children and Young People with a Disability

Some children, because of their learning and/or physical disability, are vulnerable 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 N – 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 O – 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 vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

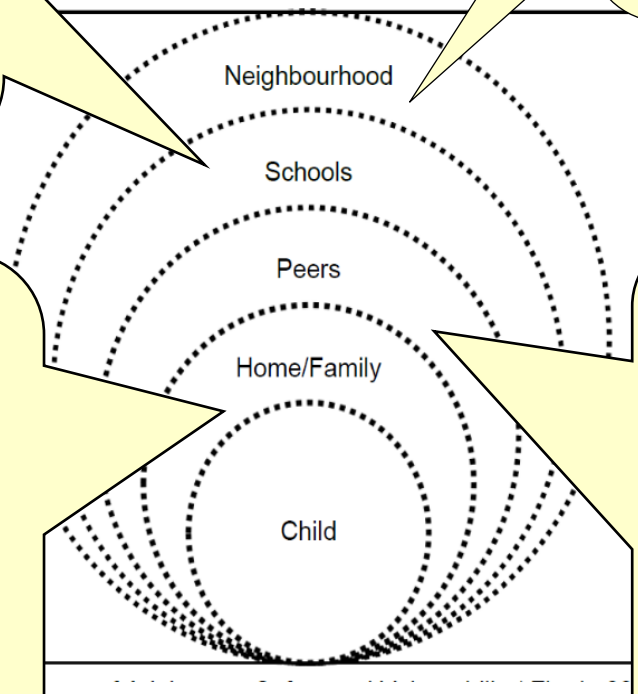
Public Transport

ASB, Criminal Behaviour

Gangs / Risky Adults /Locations

Parks, shopping centres, areas of concern.

Significant decline in educational attainment and attendance.
Bullying
NEET.
Special Educational Needs
Exclusions/Alternative Educational Provision
Peer recruitment.



Recent negative change in quality of relationships at home
Poor or negative communication with young person not responding to boundaries, routines or consequences
Culture
Expectations of family
Neglect
Domestic Abuse
Parental Capacity
Parents offending /prison

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

Peers who are known by criminal justice agencies

Spending more time with peers in the community/whereabouts unknown

Peer group violence/ sexual offending

Secrecy around peers

Appendix P

CHADSGROVE SCHOOL

Checklist for handling and recording allegations or complaints made against a member of staff or volunteer

1. Name and position of member of staff who is subject of allegation/complaint:

.....

2. Is the complaint written or verbal? .....

3. Complaint made by: ..... Relationship to child: .....

4. Name of child:..... Age and DOB.

5. Parents'/Carers' name and address: .....

.....

.....

6. Date of alleged incident/s: .....

7. Did the child attend on this/these dates? .....

8. Nature of the complaint (continue on a separate sheet if necessary):.....

.....

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.....

9. Other relevant information:.....

.....

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10. Senior Adviser/LADO contacted: Yes ☐ Date: ..... No ☐

11. In no, reason why not ……

.....

12. Further actions advised by Senior Adviser/LADO: .....

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.....

.....

Checklist

- Do you have details (either a written account or notes from a verbal account) of the alleged incident, signed and dated?
- Have you checked the incident could actually have taken place (i.e. was the child in the lesson; was the member of staff teaching the lesson that day)?
- Is there evidence of significant harm – e.g. a visible injury?
- Has a criminal offence taken place – e.g. has excessive force been used, that could be classed as an assault?
- Has the incident been reported to anyone else – e.g. the Police?
- Were there any witnesses to the incident – if so have you made a note of names?
- Are parents aware of the allegation?
- Is the member of staff aware of the allegation?
- Have you reported the allegation to the Senior Adviser for Safeguarding Children in Education (01905 728902) or LADO (01905 752816)?

Remember, do not attempt to investigate the allegation yourself.

Your name and position: ……..

Signature:…….. **Date:** ……

Appendix Q - 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	