



Safeguarding and Child Protection Policy

2024-2025

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1. Aims

The school aims to ensure that:

- *Appropriate action is taken in a timely manner to safeguard and promote children's welfare*
- *All staff are aware of their statutory responsibilities with respect to safeguarding*
- *Staff are properly trained in recognising and reporting safeguarding issues*
- *This policy is shared with parents/carers through each school's website and updated on a regular basis:*

<https://www.northwoodparkprimary.co.uk/>

<http://www.villiersprimaryschool.co.uk/>

<http://www.lodgefarmprimary.co.uk/>

<http://www.busilljonesprimary.co.uk/>

<https://crowmoorschool.co.uk/>

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. We know children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This does not prevent our staff from having professional curiosity and speaking to the Designated Safeguarding Lead if they have concerns about a child. Our staff determine how best to build trusted relationships with children and young people in our school that helps facilitate communication.

We acknowledge the negative experiences and distressing life events associated to Covid 19 and this can still affect the mental health of our pupils and their parents, we are well prepared to offer the right help at the right time. Our safeguarding culture ensures all children are respected and valued as individuals.

2. Legislation and statutory guidance

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

This policy is also based on the following legislation:

- *Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school*
- *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 FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM*
- *The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children*
- *Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children*

- *What to do if you're Worried a Child is being Abused March 2015*
- *Sexual Violence and Sexual Harassment between children in schools and colleges*
- *Statutory guidance on the Prevent duty*
- *The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children*
- *Criminal exploitation of children and vulnerable adults: county lines- enables school staff to recognise signs and respond appropriately so that potential victims get the right support they need.*
- *Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers May 2024- explains guidance on information sharing when staff have identified children to be in need.*
- *National referral mechanism guidance: adult (England and Wales)*
- *Education inspection framework September 2023*
- *Teaching online safety in School*
- *Education from the National Crime Agency's CEOP - ThinkuKnow*

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage. This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- *protecting children from maltreatment whether that is within or outside the home, including when online*
- *preventing impairment of children's mental and physical health or development*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care*
- *Providing help and support to meet the needs of children as soon as problems emerge*
- *taking action to enable all children to have the best outcomes*
- ***Child protection*** *is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm*

Abuse *is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Abuse also includes witnessing ill-treatment of others and that this is particularly relevant when children **see, hear or experience** domestic abuse and its effects. harmful to children*

Neglect *is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development*

Sextortion *(also referred to as online blackmail) is the sharing of sexual imagery (photos or videos).*

Exploitation *is a form of sexual and criminal activity whereby children can be groomed.*

Children *includes everyone under the age of 18*

The following 3 **safeguarding partners** are identified in *Keeping Children Safe in Education* (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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.

Abuse linked to Faith or Belief

This area subject matter within policy is attended to help raise awareness of abuse linked to faith or belief and to encourage practical steps to be taken to prevent it. It is not our intention to challenge people's beliefs, but where beliefs lead to abuse that must not be tolerated.

The term 'abuse linked to faith or belief' includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or multi killings and use of fear of the supernatural to make children comply with, for example, being trafficked for domestic slavery or sexual exploitation. Children

involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem.

According to Regional Child Protection procedures for West Midlands, a range of factors can contribute to the abuse of a child for reasons of faith or belief. Some of the most common ones are listed below:

- **Belief in evil spirits:** Belief in evil spirits that can 'possess' children is often accompanied by a belief that a possessed child can 'infect' others with the condition. This could be through contact with shared food, or simply being in the presence of the child.
- **Scapegoating:** A child could be singled out as the cause of misfortune within the home, such as financial difficulties, divorce, infidelity, illness or death.
- **Bad Behaviour:** Sometimes bad or abnormal behaviour is attributed to spiritual forces. Examples include a child being disobedient, rebellious, overly independent, wetting the bed, having nightmares or falling ill.
- **Physical differences:** A child could be singled out for having a physical difference or disability. Documented cases include children with learning disabilities, mental health issues, epilepsy, autism, stammers and deafness.
- **Gifts and uncommon characteristics:** If a child has a particular skill or talent, this can sometimes be rationalised as the result of possession or witchcraft. This can also be the case if the child is from a multiple or difficult pregnancy.
- **Complex family structure/changes in family structure:** Research suggests that a child living with extended family, non-biological parent or foster parents is more at risk. In these situations, they are more likely to have been subject to trafficking and made to work in servitude.

It is important to remember every child is different. Some children may display a combination of indicators of abuse whilst others will attempt to conceal them. In addition to the factors above, there are a range of common features across identified cases. These indicators of abuse, which may also be common features in other kinds of abuse, include:

- a child's body showing signs or marks, such as bruises or burns, from physical abuse
- a child becoming noticeably confused, withdrawn, disorientated or isolated and appearing alone amongst other children;
- a child's personal care deteriorating, for example through a loss of weight, being hungry, turning up to school without food or lunch money, or being unkempt with dirty clothes and even faeces smeared on to them;
- it may be directly evident that the child's parent or carer does not show concern for or have a close bond with the child;
- a child's attendance at school becoming irregular or the child being taken out of school altogether without another school place having been organised, or a deterioration in a child's performance at school;
- a child reporting that they are or have been accused of being 'evil', and/or that they are having the 'devil beaten out of them'.

All school staff should be alert to the indicators above and feel confident to identify children at risk of this type of abuse (Regional Child protection Procedures) and intervene to prevent it by informing their DSL at the earliest opportunity.

Further information and useful links

Further contacts for advice can be found from the local representatives for some faiths.

- *An Exploration of Knowledge About Child Abuse Linked to Faith or Belief (2016)*
- *Safeguarding Children from Abuse Linked to a Belief in Spirit Possession (2007)* this good practice guidance is archived but still available.
- *Eleanor Stobart report 2006: Child Abuse Linked To Accusations of Possession And Witchcraft (2006)*
- *AFRUCA: Africans Unite Against Child Abuse* A UK charity advocating the rights and welfare of African children
- *Thirty One Eight* A Christian charity helping protect vulnerable people from abuse.
- *VCF: The Victoria Climbié Foundation* An organisation campaigning to improve child protection policies and practices.
- *Children and Families Across Borders (CFAB)*
A UK member of the International Social Service (ISS), supporting children separated from their family in another country.
- *National Society for the Prevention of Cruelty to Children (NSPCC)*
A national children's charity, preventing abuse and helping those affected to recover.

Useful publications

- *UK Government: National Action Plan To Tackle Child Abuse Linked To Faith Or Belief*

Intra-familial child sexual abuse

Intra-familial child sexual abuse refers to child sexual abuse (CSA) that occurs within a family environment. Perpetrators may or may not be related to the child. The key consideration is whether the abuser feels like family from the child's point of view.

According to the centre of expertise on child sexual abuse there are 4 likely impacts of CSA:

1. *Traumatic sexualisation (where sexuality, sexual feelings and attitudes develop inappropriately).*
2. *A sense of betrayal (because of harm caused by someone the child vitally depended upon).*
3. *A sense of powerlessness (because the child's will is constantly contravened).*
4. *Stigmatisation (where shame or guilt are reinforced and become part of the child's self-image).*

School will take into consideration support for the whole family as well as the individual that has experienced the sexual abuse by being part of discussions with statutory services where needed.

Extra Familial Sexual Abuse involves persons from outside the family.

Refer to Centre of Expertise on Child Sexual Abuse for further information.

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.*

4. Equality statement

We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- *Have special educational needs (SEN) or disabilities (see section 18 p38)*
- *Are young carers*
- *May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality*
- *Have English as an additional language*
- *Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence*
- *Are at risk of FGM, sexual exploitation, sexual violence, sexual harassment, forced marriage, or radicalisation*
- *Are asylum seekers*
- *Are at risk due to either their own or a family member's mental health needs*
- *Are looked after or previously looked after*

Children who identify as Gay, Bisexual or Trans (LGBT)

We know the fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, we know that children who are LGBT can be targeted by other children.

In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

We are aware that risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and a range of support is available to us to help counter homophobic, biphobic and transphobic bullying and abuse as below.

RSE curriculum

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct policy, the role and identity of the designated safeguarding lead (DSL) and deputy (DDSL) the behaviour policy, and the safeguarding response to children who go missing from education
- The Early Help/FSP process also known as Family Support Plan and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- aware that 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, but especially the designated safeguarding lead (and deputies) 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

5.2 The Designated Safeguarding Lead (DSL)

- The DSL is a member of the senior leadership team
- The DSL has responsibility for child protection and wider safeguarding, including responding to filtering and monitoring alerts
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSL can be contacted by e-mail for any out of hours concerns
- When the DSL is absent, the DDSL will act as cover
- If the DSL and DDSL are not available, senior leaders (who have been appropriately trained) will act as cover (for example, during out-of-hours/out-of-term activities)

The DSL will be 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/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- *The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate*
- *The DSL will liaise with the headteacher to update concerns - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult.*

The full responsibilities of the DSL and DDSL are set out in their job description but includes:

Managing referrals

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*
- *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*
- *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.*

Working with others

The designated safeguarding lead is expected to:

- *Act as a point of contact with the three safeguarding partners*
- *Liaise with the Head Teacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations*
- *As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member*
- *Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) 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*

Raising awareness

The designated safeguarding lead should:

- *Ensure the school's or college's child protection policies are known, understood and used appropriately, including ensuring online safety procedures are in place.*
- *The lead will also respond to filtering and monitoring of IT alerts.*
- *Ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors 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 or college in this*
- *Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.*

- *Help promote educational outcomes by sharing 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.*
- *Update school staff with national and local current lesson learnings.*

Their role also includes ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

The Trust DSL supports all schools within the trust to ensure safeguarding is effective and compliant with relation to school policies and procedures. The Trust DSL will meet with DSLs once a term to review delivery within school and share relevant updates and offer support where needed. Audits are completed relating to safeguarding and service delivery offered to children and families.

5.3 The Deputy Designated Safeguarding Lead (DDSL)

Each school has an identified DDSL. Deputies are trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the designated safeguarding lead, this lead responsibility is not be delegated.

5.3 The Trust Board

The trust board will approve this policy at each review, ensure it complies with the law and hold the Head Teacher to account for its implementation. The chair of trustees will act as the ‘case manager’ in the event that an allegation of abuse is made against the Head Teacher, where appropriate.

All trustees will read Keeping Children Safe in Education and this will be minuted in a trust board meeting. Section 13 has information on how governors are supported to fulfil their role.

5.4 The responsibility of the Governing Body and Proprietors

Our governing body are the accountable body for ensuring the safety of the school.

The governing body will adopt the policy approved by the trust board. The governing body will appoint a senior board level (or equivalent) lead or link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This will always be a different person from the DSL. All governors will read Keeping Children Safe in Education and this will be minuted in a local governing body meeting.

They will ensure that there are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future. They will also review the effectiveness of school filters and monitoring of IT systems to ensure all aspects are safe.

Our Trust Board and Governing Body will ensure our school contributes to interagency working in line with the statutory guidance Working Together to Safeguard Children 2018. Our school will work with Children’s Services, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of Early Help/FSP when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to plans. The Trust Board and Governing Body recognise the importance of information sharing between school leads and external professionals.

Our Trust Board and Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and all staff have the opportunity to contribute to and shape safeguarding arrangements and the child protection policy.

Our Governing Body will ensure children are taught about safeguarding, including online, child on child sexual abuse (sexual violence and sexual harassment) through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Our Trust Board will ensure there are procedures in place to handle allegations against teachers, headteachers, volunteers and other staff.

Our Governing Body will ensure that all staff members complete safeguarding, child protection and online training at induction. This training will be regularly updated and will be in line with advice from Local Authority Safeguarding Partnership. Our Governing body will ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety training and the responsibilities and expectations of filtering monitoring, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.

Our Trust Board reviews its policies/procedures annually. If there is a need to update safeguarding policies to ensure they are kept up-to-date with safeguarding issues as they emerge and/or to include lessons learnt locally or nationally then school leaders, our DSL and governing body may update safeguarding policies more regularly.

Our governing body ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in our schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

The nominated safeguarding governor is responsible for liaising with the Head Teacher and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

5.5 The Head Teacher

The Head Teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction*
- Communicating this policy to parents when their child joins the school and via the school website*
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent*
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly*
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate*
- Ensuring the relevant staffing ratios are met, where applicable*

- ensure that policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- All schools have a Child Protection policy in place
- A Staff code of conduct document is in place which includes acceptable use of technologies, staff/pupil/parent relationships and communications (including social media).
- Where reasonably possible, schools and colleges hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum
- This policy, Staff code of conduct and relevant policies, along with Part one of KCSIE and information regarding the role and identity of the designated safeguarding lead (and any deputies), are provided to all staff on induction

5.6 The role of Designated Teacher for Looked After and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our Governing body will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. A previously looked after child potentially remains vulnerable and all our staff will have the skills, knowledge and understanding to keep previously looked after children safe.

The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The Designated Teacher is aware that the Virtual school head manages pupil premium plus for looked after children. Our Designated Teacher works with the virtual school head to discuss how funding can be best used to support the progress of our looked after children in school and meet the needs identified in the child's personal education plan. Our Designated Teacher will also work with the virtual school head to promote the educational achievement of previously looked after children.

Our governing body has appointed a designated teacher to promote the educational achievement of children who are looked after or previously looked after and ensure that this person has appropriate training. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Guidance for Designated Teachers

6. Training

The Designated Safeguarding Lead will undergo formal training every two years. The DSL will also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSPs, or taking time to read and digest safeguarding developments) at least annually to:

- *Understand the assessment process for providing early help/FSP and intervention, for example through locally agreed common and shared assessment processes such as early help assessments/FSP*
- *Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so*
- *Ensure each member of staff has access to and understands the trust's safeguarding and child protection policy and procedures, especially new and part time staff*

- Be alert to the specific needs of children in need, those with special educational needs and young carers
- 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
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training course.
- 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

7. Confidentiality

Safeguarding raises issues of confidentiality that must be clearly understood by all staff/volunteers including knowing:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information. The Trust should work closely with the 3 safeguarding partners in-line with the Working Together to Safeguard Children (2023), document to share information to keep our children safe

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

8. Safeguarding concerns and issues

We are aware children may not feel ready or know how to tell someone they are being abused. School staff will create positive, professional and safe relationships with our school children. In turn children will begin to form trusting relationships, however it is important for staff to always be vigilant and note any changes in behaviour through observations.

8.1 Breast Flattening (also known as breast ironing)

As well as keeping in mind the signs that indicate a girl may be at risk of breast flattening, professionals and others should be mindful that:

- A girl may disclose to a teacher, social worker, GP or another medical professional
- Some girls may ask for help, perhaps talk about pain or discomfort in their chest area, but may not be explicit about the problem due to embarrassment or fear
- A girl may display reluctance to undergo medical examination
- A girl may be fearful of changing for physical activities due to scars showing or bandages being visible
- A girl is born to a woman who has undergone breast flattening

- *A girl has an older sibling or cousin who has undergone breast flattening*
- *References to breast flattening in conversation, for example a girl may tell other children about it*
- *A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk*
- *A girl from an affected community is withdrawn from PSHE and/or Sex and Relationship Education as her parents wish to keep her uninformed about her rights and her body*
- *One or both parents or elder family members consider breast flattening integral to their cultural identity*
- *The family indicate that there are strong levels of influence held by elders who are involved in bringing up female children and support breast flattening.*

Law in the UK

There are no specific laws in the UK regarding breast flattening.

What to do if you suspect a girl is at risk of/undergoing breast flattening

If any member of staff is concerned that a girl is at risk of breast flattening, they must speak to the DSL/DDSL immediately. The DSL /DDSL will contact the MASH and make a referral.

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (ranging from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that have been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, it is usually carried out by female relatives. It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

Health Implications

Due to the type of instruments that may be used, the type of force and the lack of aftercare, significant health and developmental issue may occur, such as:

- *Severe Pain*
- *Fever*
- *Dissymmetry or disappearance of breast/s*
- *Itching*
- *Tissue damage*
- *Infection*
- *Discharge of milk*
- *Breast cancer*
- *Abscesses or cysts*

There may also be an impact on the child's social and psychological well-being

Justifications

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- *prevent pregnancy and rape*
- *make teenage girls look less "womanly" and no-longer sexually attractive to men.*
- *enable the girl to continue her education*
- *prevent dishonor being brought upon the family if the girl begins sexual relations outside of marriage*
- *prevent early marriage*
- *deter unwanted attention*

Prevalence

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d'Ivoire, Benin and Zimbabwe.

8.2 Children Missing from Education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child

criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect*
- Are at risk of forced marriage or FGM*
- Come from Gypsy, Roma, or Traveller families*
- Come from the families of service personnel*
- Go missing or run away from home or care*
- Are supervised by the youth justice system*
- Cease to attend a school*
- Come from new migrant families*

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

8.3 Children with family member in prison

An estimated 310,000 children every year have a parent in prison in England and Wales and 10,000 visits are made by children to our public prisons every week. There is evidence that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) supports resources and documents when working with children and families. SHINE Academies acknowledges children who may have a parent in prison. Our trust schools have a named parent in prison champion who has completed the Hidden Sentence training offered by Barnardo's. The champion is available to support parents and children on request. We understand there can be practical and immediate impact issues on children and families such as:

- Emotional impact- Anger, loss, sadness, guilt, or blame. Confusion, worry, anxiety, sleep disturbances, change in behaviour*
- Educational impact- Time off school, loss of concentration, deterioration in behaviour*
- Financial impact- Loss of income, increased debt, Change in benefit entitlements*
- Practical impact- Moving school, loss of friendships*

The above area's will be supported safely and kept confidential to meet the needs of our children and families. Information will be shared where necessary.

8.4 Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse that 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.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions*
- Associating with other young people involved in exploitation*
- Having older boyfriends or girlfriends*
- Suffering from sexually transmitted infections or becoming pregnant*
- Displaying inappropriate sexualised behaviour*
- Suffering from changes in emotional wellbeing*
- Misusing drugs and/or alcohol*
- Going missing for periods of time, or regularly coming home late*
- Regularly missing school or education, or not taking part in education*

8.5 County Lines and Criminal Exploitation (CCE)

Criminal exploitation is also known as, "county lines" and is when gangs and organised crime networks groom and exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone lines to supply drugs. Where there is evidence of county lines or CCE the DSL will refer to children's social care and the Police where necessary.

8.6 Domestic Abuse

Domestic Abuse is not just physical violence, but can also be psychological, emotional, coercive, sexual, financial and economic abuse. All children can witness Domestic Abuse by seeing, hearing or experiencing the effects, including experiencing through their own intimate relationships. The DSL will work closely with key organisations such as the Haven, Black Country Women's Aid, Social Care and Police where necessary. Parents and children will be offered support via the family liaison service. The Domestic Abuse Act 2021 introduces the first ever statutory definition of Domestic Abuse and recognises the impact of Domestic Abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse.

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

Our staff/volunteers understand that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, and can be perpetrated by intimate partners or family members regardless of gender or sexuality.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Our school is signed up to Operation Encompass for Domestic Abuse – notifications to Schools. This protocol sets out the plan for multi-agency operation to notify schools when a pupil has experienced domestic abuse in their household, which will allow the school to provide appropriate early intervention and support in a timely manner. Our DSL will receive notifications and ensure the children receive the right help at the right time. Additional support is available from Operation Encompass and provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse.

Further information can be accessed via:-

Domestic violence and abuse

NSPCC- UK domestic-abuse signs symptoms effects

Refuge what is domestic abuse/effects of domestic abuse on children

Safelives: young people and domestic abuse

8.7 Female Genital Mutilation (FGM)

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM. Indicators that FGM has already occurred include:

- *A pupil confiding in a professional that FGM has taken place*
- *A mother/family member disclosing that FGM has been carried out*
- *A family/pupil already being known to social services in relation to other safeguarding issues*
- *A girl:*
 - *Having difficulty walking, sitting, or standing, or looking uncomfortable*
 - *Finding it hard to sit still for long periods of time (where this was not a problem previously)*
 - *Spending longer than normal in the bathroom or toilet due to difficulties urinating*
 - *Having frequent urinary, menstrual or stomach problems*
 - *Avoiding physical exercise or missing PE*
 - *Being repeatedly absent from school, or absent for a prolonged period*
 - *Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour*
 - *Being reluctant to undergo any medical examinations*

- *Asking for help, but not being explicit about the problem*
- *Talking about pain or discomfort between her legs*

Potential signs that a pupil may be at risk of FGM include:

- *The girl's family having a history of practicing FGM (this is the biggest risk factor to consider)*
- *FGM being known to be practiced in the girl's community or country of origin*
- *A parent or family member expressing concern that FGM may be carried out*
- *A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues*
- *A girl:*
 - *Having a mother, older sibling or cousin who has undergone FGM*
 - *Having limited level of integration within UK society*
 - *Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"*
 - *Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period*
 - *Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM*
 - *Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)*
 - *Being unexpectedly absent from school*
 - *Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication*

The above indicators and risk factors are not intended to be exhaustive.

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

***Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.*

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#)

***Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.*

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

***Any member of staff** who suspects a pupil is at risk of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.*

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

*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** along with regulated health and social care professionals in England and Wales, to 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.*

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

8.8 Forced Marriage

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them. The legal age of marriage has risen to 18 years (February 2018).

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- *Speak to the pupil about the concerns in a secure and private place*
- *Activate the local safeguarding procedures and refer the case to the local authority's designated officer*
- *Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmu@fco.gov.uk*
- *Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate*

8.9 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and DDSL will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

8.10 Honour-Based Abuse

Honour based abuse encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of Honour-based abuse will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of Honour Based Violence (HBV) or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

8.11 Mental Health

Mental health can be an indicator that a child has suffered or at risk of abuse, neglect, or harm. School staff are to be vigilant when working with children. Observations must be recorded and shared with the DSL to prevent the risk of mental health issues. Adverse childhood experiences (ACEs) can lead to mental health difficulties. ACEs are stressful events that occur antenatal and in childhood such as:

- *domestic violence*
- *parental abandonment through separation or divorce*
- *a parent with a mental health condition*
- *being the victim of abuse (physical, sexual and/or emotional)*
- *being the victim of neglect (physical and emotional)*
- *a member of the household being in prison*
- *growing up in a household in which there are adults experiencing alcohol and drug use problems*

The DSL will refer to relevant external services to seek adequate support for the child and family where needed.

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. SHINE academies recognises that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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.

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.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the designated safeguarding lead or a deputy.

The DFE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

8.12 Child on Child Abuse

Staff are aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- *bullying (including cyberbullying, prejudice-based and discriminatory bullying)*
- *abuse in intimate personal relationships between children (also known as teenage relationship abuse)*
- *physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm*
- *sexual violence and sexual harassment*
- *consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)*
- *causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party*

- *up-skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm*
- *initiation/hazing type violence and rituals*

We recognise that children are capable of abusing their peers and we are aware abuse can occur at any age not just within peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- *Is serious, and potentially a criminal offence*
- *Could put pupils in the school at risk*
- *Is violent*
- *Involves pupils being forced to use drugs or alcohol*
- *Involves sexual exploitation, physical and sexual abuse, sexual harassment and violence, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including sexting), on and offline bullying, including non-acceptance towards LGBT individuals. It can also include grooming children for sexual and criminal exploitation.*

As a school we recognise inclusivity and will ensure no child becomes segregated as a result of their sexual orientation, gender, race, religion including personal beliefs and values.

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

- *You must record the allegation and tell the DSL, but do not investigate it*
- *The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence*
- *The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed*
- *The DSL will contact the children and adolescent mental health services (CAMHS), Police and MASH if necessary*

We will minimise the risk of peer-on-peer abuse by:

- *Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images*
- *Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys*
- *Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent*
- *Ensuring pupils know they can talk to staff confidentially by ensuring posters are placed around school identifying the DSL and DDSL*
- *Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy*

8.13 Private Fostering Arrangements

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

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

All staff in the trust will inform the Designated Safeguarding Lead of any children that fall into the category of private fostering.

8.14 Serious Violence

All staff should be aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include: increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. All staff should be aware of the associated risks and understand the measures in place to manage these (more information can be found in the Home Office guidance)

8.15 Sextortion

Sextortion is a type of online blackmail. Threats are made to release nude or semi nude images of a child/young person unless they pay money or do something else to benefit them.

If you are made aware of an incident involving sextortion, you must report it to the DSL immediately and reassure the child that they will receive support and help.

*You must **not**:*

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL*
- Delete the imagery or ask the pupil to delete it*
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)*
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers*
- Say or do anything to blame or shame any young people involved*
- You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL*

Pupils are taught about the issues surrounding sextortion as part of our PSHE, computing and RHE curriculum. Teaching covers the following in relation to sexting:

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

This policy on sextortion is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

8.16 Radicalisation and Extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk and ensure staff are up to date with current affairs.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period so staff will be alert to changes in pupils' behaviour. The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- *Refusal to engage with, or becoming abusive to, peers who are different from themselves*
- *Becoming susceptible to conspiracy theories and feelings of persecution*
- *Changes in friendship groups and appearance*
- *Rejecting activities they used to enjoy*
- *Converting to a new religion*
- *Isolating themselves from family and friends*
- *Talking as if from a scripted speech*
- *An unwillingness or inability to discuss their views*
- *A sudden disrespectful attitude towards others*
- *Increased levels of anger*
- *Increased secretiveness, especially around internet use*
- *Expressions of sympathy for extremist ideologies and groups, or justification of their actions*

- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

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

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

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

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

8.17 Up-skirting

Involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, sexting and initiation/hazing type violence rituals.

8.18 Sexual Violence and Sexual Harassment

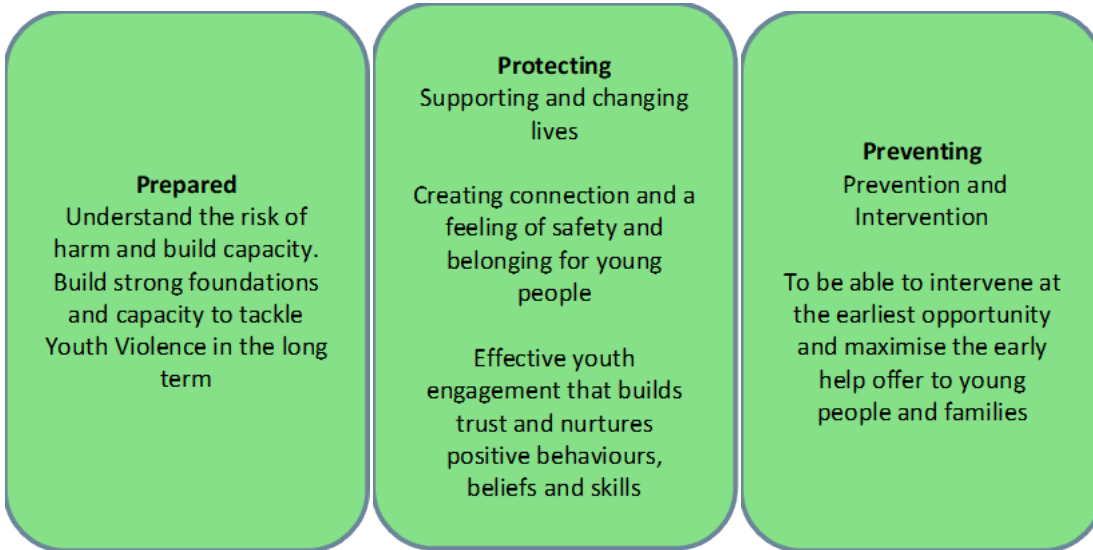
Staff maintain the attitude of "It could happen here". This includes recognising and understanding Sexual Violence and Sexual Harassment. It is important for children to understand the law is in place to protect rather than criminalise.

All of our staff and volunteers are aware that sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are **never** acceptable. We know this abuse may be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language, and adapt our curriculum as below to overcome this wherever we can.

We make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is **never** acceptable, and it will **not** be tolerated and it will **never** be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". We will challenge physically inappropriate behaviour

towards peers. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is vital that we deliver a curriculum that is balanced in supporting children and young people to understand what Child-on-child sexual abuse is; and this needs to be delivered to all key stages to ensure that we are:-



All staff in our school are regularly provided with updated and appropriate safeguarding training that enables them to understand:

- ✓ Their role in preventing child-on-child abuse
- ✓ How to identify the indicators of abuse
- ✓ What to do if they have a concern about a child
- ✓ How to respond to a report of abuse
- ✓ How to offer support to the victim(s) and alleged perpetrator(s)
- ✓ Where to go if they need support
- ✓ That children can abuse other children inside and outside of school, as well as online, and that online abuse can take the form of:
 - Abusive, harassing and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography to those who don't want to receive such content
- ✓ That they need to maintain an attitude of **'it could happen here'**
- ✓ That even if there are no reports in school, **it doesn't mean it's not happening**
- ✓ The importance of challenging inappropriate and abusive behaviour
- ✓ That girls are more likely to be victims and boys are more likely to be perpetrators
- ✓ Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers
- ✓ To keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- ✓ Abuse may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of our school

We teach our pupils:

- ✓ *what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)*
- ✓ *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe*
- ✓ *that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact*
- ✓ *how to ask for advice or help for themselves or others, and to keep trying until they are heard*
- ✓ *how to report concerns or abuse, and the vocabulary and confidence needed to do so*
- ✓ *where to get advice e.g. family, school and/or other sources*
- ✓ *they will be taken seriously*
- ✓ *never be given*
- ✓ *they will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment*
- ✓ *They will never be made to feel ashamed for making a report.*

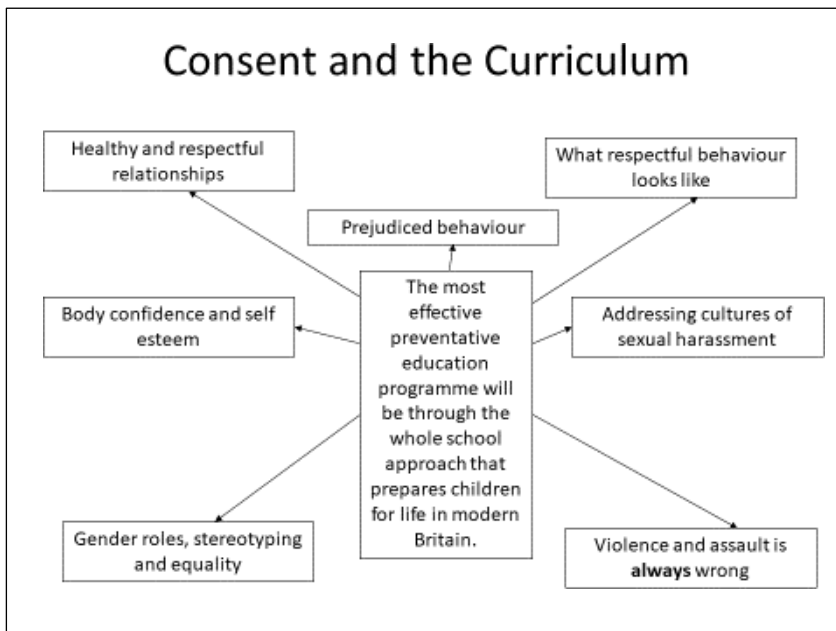
The curriculum includes teaching about:

- ✓ *Healthy and respectful relationships*
- ✓ *What respectful behaviour looks like*
- ✓ *Consent*
- ✓ *Gender roles, stereotyping and equality*
- ✓ *Body confidence and self-esteem*
- ✓ *Prejudiced behaviour*
- ✓ *Sexual violence and sexual harassment*

Consent is defined as: Having the freedom and capacity to choose.

Sexual consent

- *the age of consent is 16*
- *sexual intercourse without consent is rape*



Sexual harassment is defined as:

- *'unwanted conduct of a sexual nature' that can occur online and offline and both inside*

and outside of school.

- Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- sexual 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 (we consider 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
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- consensual and non-consensual sharing of nude and semi-nude images and videos
- sharing of unwanted explicit content is an offence
- upskirting (is a criminal offence)
- sexualised online bullying is an offence
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats

Harmful Sexual Behaviour (HSB):

Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB will be considered in a child protection context and Walsall Right Help, Right Time Continuum of Need guidance will be referred to.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Online:

Sexual violence and sexual harassment occurring online (either in isolation or in connection to face to face incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services, and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a school's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator(s)) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

The Legal status:

It is unlawful for our school to act in a way that is incompatible with the European Convention on Human Rights. These rights include:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to an effective education

Our schools procedures for responding to reports of sexual violence and sexual harassment:

Our starting point regarding any report will always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as ‘banter’, ‘just having a laugh’, part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Procedures for online abuse

Our procedures for dealing with the concerns are:-

- We will **never** view, download or share the imagery, or ask a child to share or download – **this is illegal***
- If we have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), we will report this to the Designated Safeguarding Lead (or their deputies)*
- We will **not** delete the imagery or ask the young person to delete it*
- We will **not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the Designated Safeguarding Lead and/or our statutory partners.*
- We will **not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers unless advised by the Designated Safeguarding Lead and/or our statutory partners to do so.*
- We will **not** say or do anything to blame or shame any young people involved.*
- We **will** explain to them that you need to report it and reassure them that they will receive support and help from the Designated Safeguarding Lead*

Confidentiality:

As a matter of effective safeguarding practice we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment. Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims’ identities. If required we will provide a physical space for victims to withdraw.

Gillick competence - Fraser guidelines (NSPCC)

Risk assessment:

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

- the victim, especially their protection and support*
- whether there may have been other victims*
- the alleged perpetrator(s)*
- all the other children (and, if appropriate, adult students and staff) in school especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm*

Risk assessments will be recorded and be kept under review. At all times we will be actively considering the risks posed to all pupils and students and put adequate measures in place to protect them and keep them safe.

Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required also.

The wishes of the victim, the nature of the allegations and the protection of all children in school will be especially important when considering any immediate actions such as teaching timetables, break times and travelling to and from school.

Manage internally:

- In some cases of sexual harassment, for example, one-off incidents, we may take the view that the children concerned are not in need of early help/FSP or require referrals to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.*
- All concerns, discussions, decisions and reasons for decisions will be recorded*

Early help/Family Support Plan:

- We may decide that the children involved do not require referral to statutory services but may benefit from early help/FSP, meaning providing support as soon as a problem emerges, at any point in a child's life. Providing early help/FSP is more effective in promoting the welfare of children than reacting later. Early help/FSP can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence.*
- Early help/FSP and the option to manage a report internally do not need to be mutually exclusive: school may manage internally and seek early help/FSP for both the victim and perpetrator(s).*
- All concerns, discussions, decisions and reasons for decisions will be recorded*

Referrals to Children's Services:

- Where a child has been harmed, is at risk of harm, or is in immediate danger we will make a referral to Children's Services*
- At the point of referral to Children's Services we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision will be made with the support of Children's Services.*
- If a referral is made Children's Services will then make enquiries to determine whether any of the children involved are in need of protection or other services.*
- Where statutory assessments are appropriate we will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.*
- We will not wait for the outcome (or even the start) of a Children's Services investigation before protecting the victim and other children in school. It is important for our school to work closely with Children's Services (and other agencies as required) to ensure any actions we take do not jeopardise a statutory investigation.*
- In some cases, Children's Services will review the evidence and decide a statutory intervention is not appropriate. We will be prepared to refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, we will consider other support mechanisms such as early help/FSP, specialist support and pastoral support.*
- All concerns, discussions, decisions, and reasons for decisions will be recorded*

Referrals to Police:

Where a report of rape, assault by penetration or sexual assault is made, the starting principle is that we will refer on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice approach in these cases.

Referrals to the police will often be a natural progression of making a referral to Children's Services. Our designated safeguarding lead (or deputy) will liaise closely with the local police presence.

The police will consider what action to take to manage the assessed risk of harm. This could involve the use of police bail with conditions, prior to a suspect appearing in court, or court bail with or without conditions after the first appearance.

Alternatively, the person suspected of an offence could be 'released under investigation' (RUI). People released under RUI can have no conditions attached to their release from custody and it is possible for a person on bail also to have no conditions.

Whatever arrangements are in place we will consider what additional measures may be necessary to manage any assessed risk of harm that may arise.

Particular regard will be given to the additional stress and trauma that might be caused to a victim and the potential for the suspected person to intimidate the victim or a witness. We will ensure that any risk management measures strike a balance between management of risk and the rights of an unconvicted person (e.g. rights to privacy, family life, etc).

If a child is convicted or receives a caution for a sexual offence we will update the risk assessment, ensure relevant protections are in place for all children in school and, (if we have not already done so) consider any suitable action in line with our behaviour policy. This process will include a review of the necessary actions to keep all parties safe and meet their needs. If the perpetrator(s) remain(s) in school and the victim is still a registered pupil, we will be very clear as to our expectations regarding the perpetrator(s) now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions we think are reasonable and proportionate with regard to the perpetrator(s)' timetable.

Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils in our school. We will ensure both the victim and alleged perpetrator(s) remain protected, especially from any bullying or harassment (including online).

If the case is classed as "no further action" (NFA) by the police or Crown Prosecution Service, or where there is a not guilty verdict, we will continue to offer support to the victim and the alleged perpetrator(s) for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated or was withdrawn does not necessarily mean that it was unfounded. We will discuss any decisions with the victim in this light and continue to offer support. We understand the alleged perpetrator(s) is also likely to require ongoing support for what will have likely been a difficult experience.

We may make a referral to Child Exploitation and Online Protection (CEOP) which is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report to one of their Child Protection Advisors will occur.

Victims:

We understand that victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children.

Searching, screening and confiscation advice for schools.

Keeping children safe in education 2023 (statutory guidance for schools and colleges)

Relationship Education, Relationships and Sex Education and Health Education

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk) (statutory guidance for schools)

Working Together to Safeguard Children (statutory guidance for schools and (statutory guidance for schools)

Behaviour and Discipline in Schools (advice for schools)

Children Missing Education (advice for schools)

Cyberbullying (advice for schools)

The Equality and Human Rights Commission (provides advice on avoiding discrimination in a variety of educational contexts)

Equality Act 2010 and Public Sector Equality Duty (advice for schools)

Equality Act 2010 Technical Guidance (advice for further and higher education providers)

Mental Health and Behaviour in Schools (advice for schools)

Rise Above (advice by Public Health England for schools)

Preventing and Tackling Bullying (advice for schools)

Promoting children and young people's emotional health and wellbeing (advice for schools)

Sexual violence and sexual harassment between children Sept 2021

Teaching about relationships sex and health (guidance for schools)

UKCIS sharing nudes and semi nudes advice for dealing with concerns

HSB toolkit

8.19 Elective Home Education/Children absent from Education

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, school will work with local authority and external key professionals to co-ordinate a meeting with parents/carers prior to school removal decision being made. This will ensure vulnerable pupils, especially those known to Education Health Care Plans (EHCP's) and a social worker are being carefully monitored without being missing in education. It is also important to note, that children who have unexplainable and or persistent absences from education can also be at risk of harm and can be a sign of sexual abuse, sexual exploitation or child criminal exploitation. School's should ensure that the attendance policy is adhered to. Where a child is placed within an alternative provision, it is the school's responsibility for the safeguarding of the child. It is advised for the Off-site Direction form to be completed and continued during the agreed duration of provision.

8.20 Positive Handling

There are circumstances when it is appropriate for our staff to use positive handling 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.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions we will consider the risks carefully recognise the additional vulnerability of these children.

Our procedures are clear that any member of staff who uses reasonable force completes a report immediately and share the report with the Designated Safeguarding Lead (or their deputies) to ensure that:-

- The child was not harmed*
- That first aid has been considered*
- That the parents/carers of the child or young person have been informed*
- That reasonable force was the best and most proportionate response to the situation*

Further information
Use of Reasonable force in Schools

9. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

UNDER NO CIRCUMSTANCES WILL STAFF LEAVE SCHOOL WITHOUT DISCUSSING SAFEGUARDING CONCERNS WITH SOMEONE.

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

*Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.***

Tell the DSL as soon as possible if you make a referral directly.

If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead. The Designated Safeguarding Lead will decide whether the concerns should be referred to MASH. If it is decided to make a referral to Social Care this will be discussed with the parents, unless to do so would place the child at further risk of harm.

In our school we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

Within Local Authority, in addition to their statutory duties, the role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.

In offering advice and information to workforces that have relationships with children with social workers, virtual school heads will identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads and other local authority officers.

Non-statutory guidance on promoting the education of children with a social worker contains further information on the roles and responsibilities of virtual school heads.

Promoting the education of children with a social worker

While it is the DSL's role to make referrals, any staff member can make a referral to Social Care. If a child is in immediate danger or is at risk of harm (e.g., concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

*If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. **This is a mandatory reporting duty.***

9.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- *Listen to and believe them. Allow them time to talk freely and do not ask leading questions*
- *Stay calm and do not show that you are shocked or upset*
- *Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner*
- *Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret*
- *Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it*
- *Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so*

9.3 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Report all concerns following the process identified in this policy. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

10. Early help/ Family Support Plan (FSP)

If early help/FSP is appropriate, the DSL and or Family liaison officer will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment/FSP, in some cases acting as the lead practitioner.

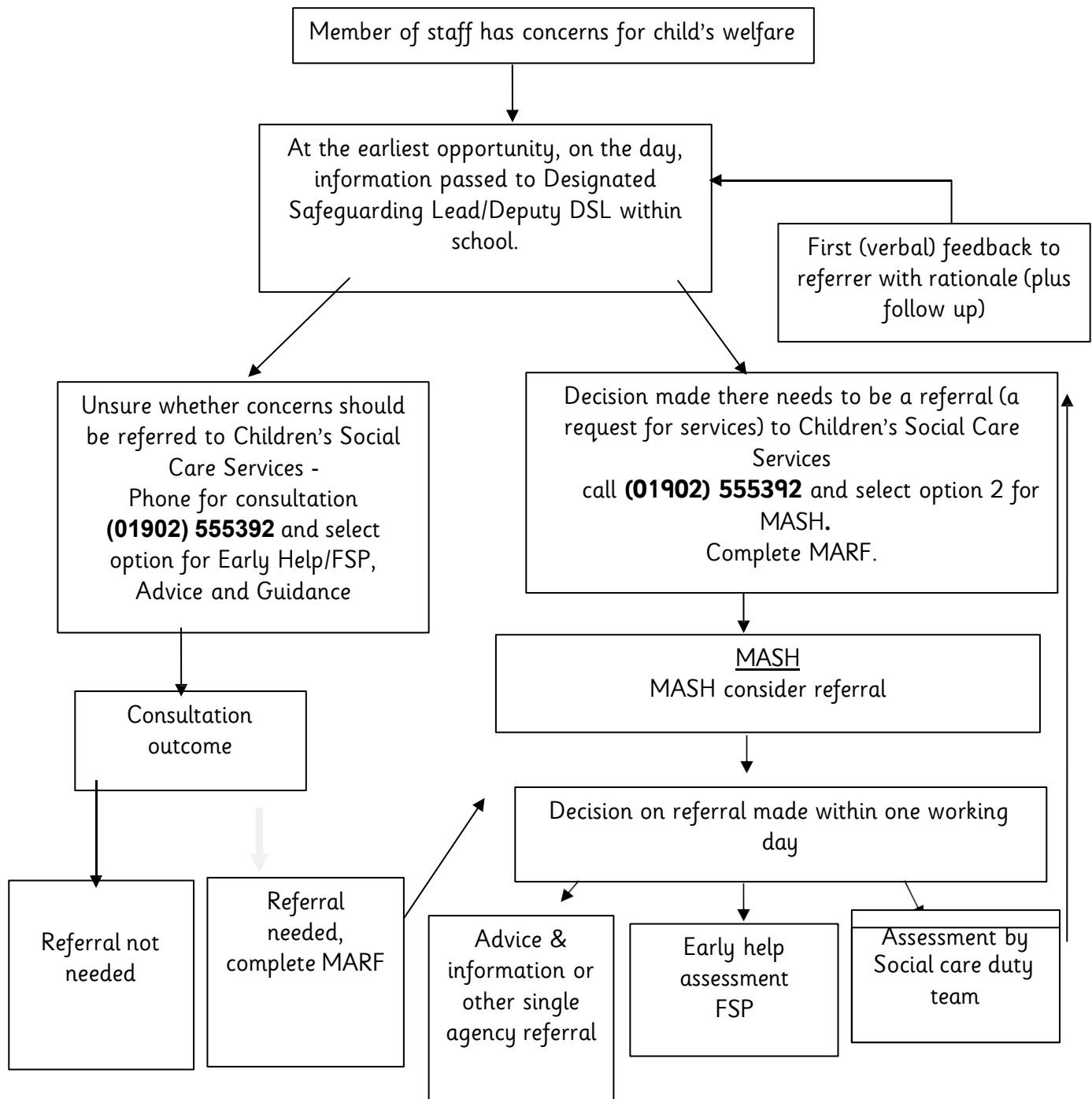
The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

A child centred and coordinated approach to safeguarding

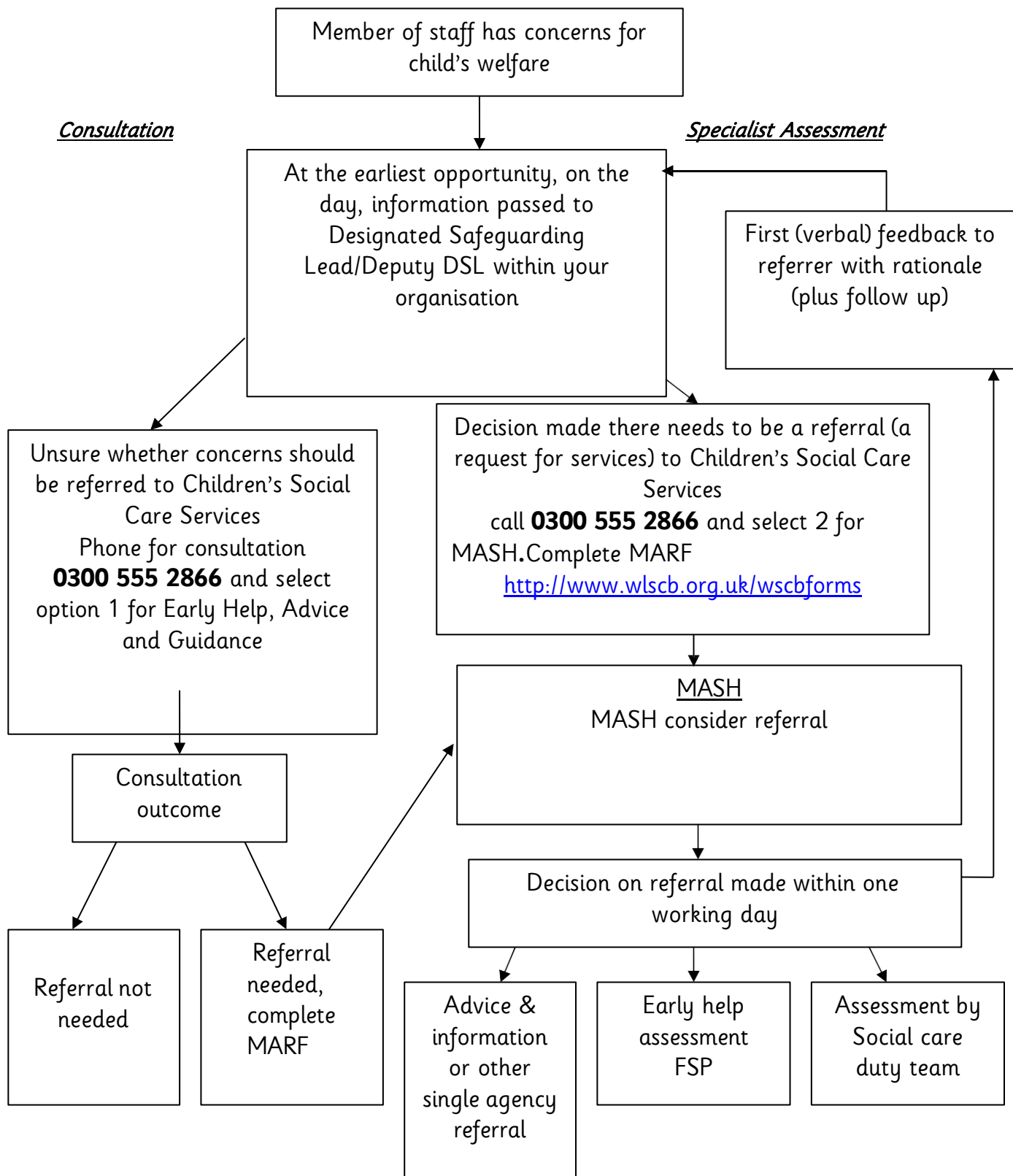
Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

All staff employed by SHINE Academies form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

10.1 Early Help/FSP Hub and Multi-Agency Safeguarding Hub (MASH) in Wolverhampton



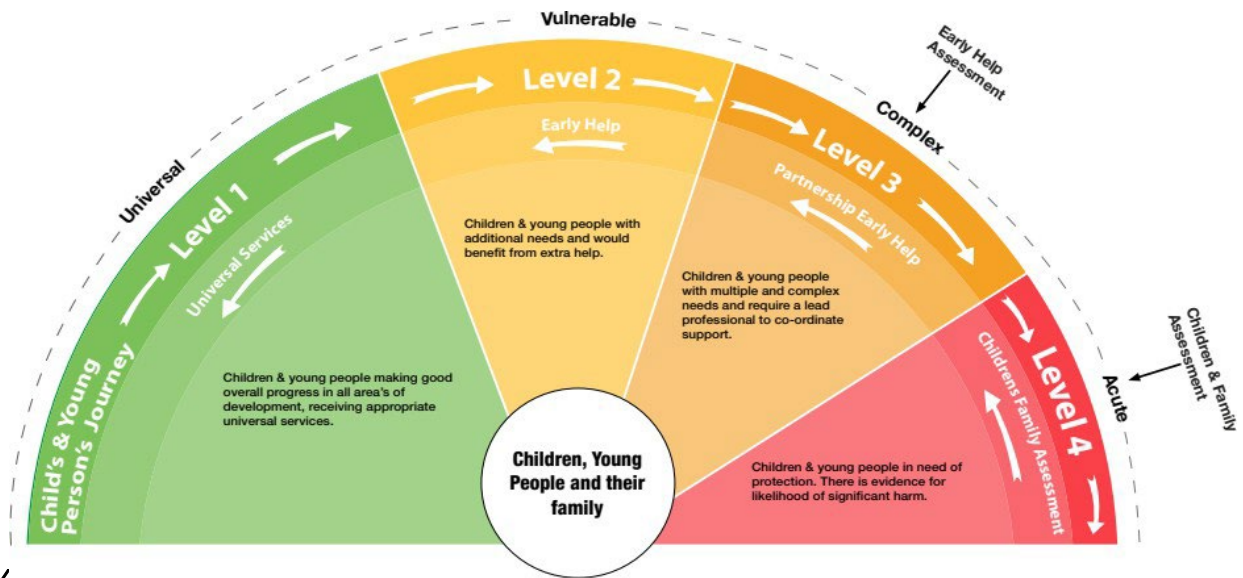
10.2 Early Help/FSP Hub and Multi-Agency Safeguarding Hub (MASH) in Walsall



10.3 Walsall Safeguarding Partnership

For more information, refer to:

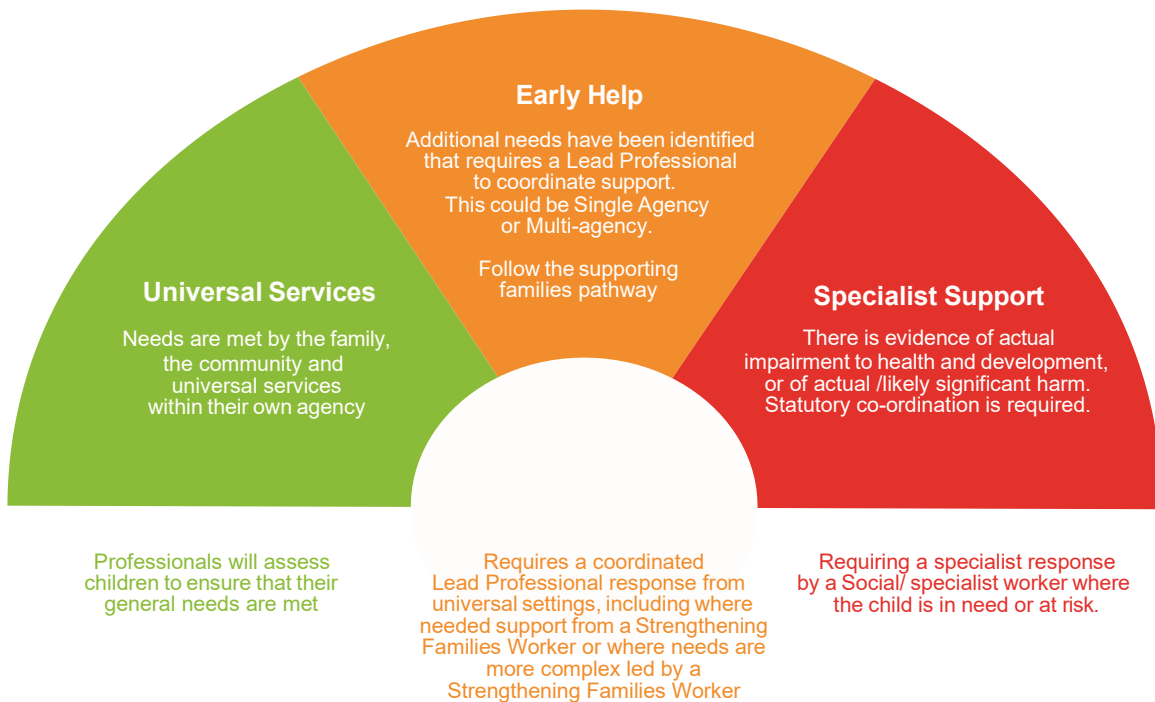
Walsall-Right Help Right Time A Multi-Agency Guidance on the Continuum of Need



10.4 Wolverhampton Safeguarding together

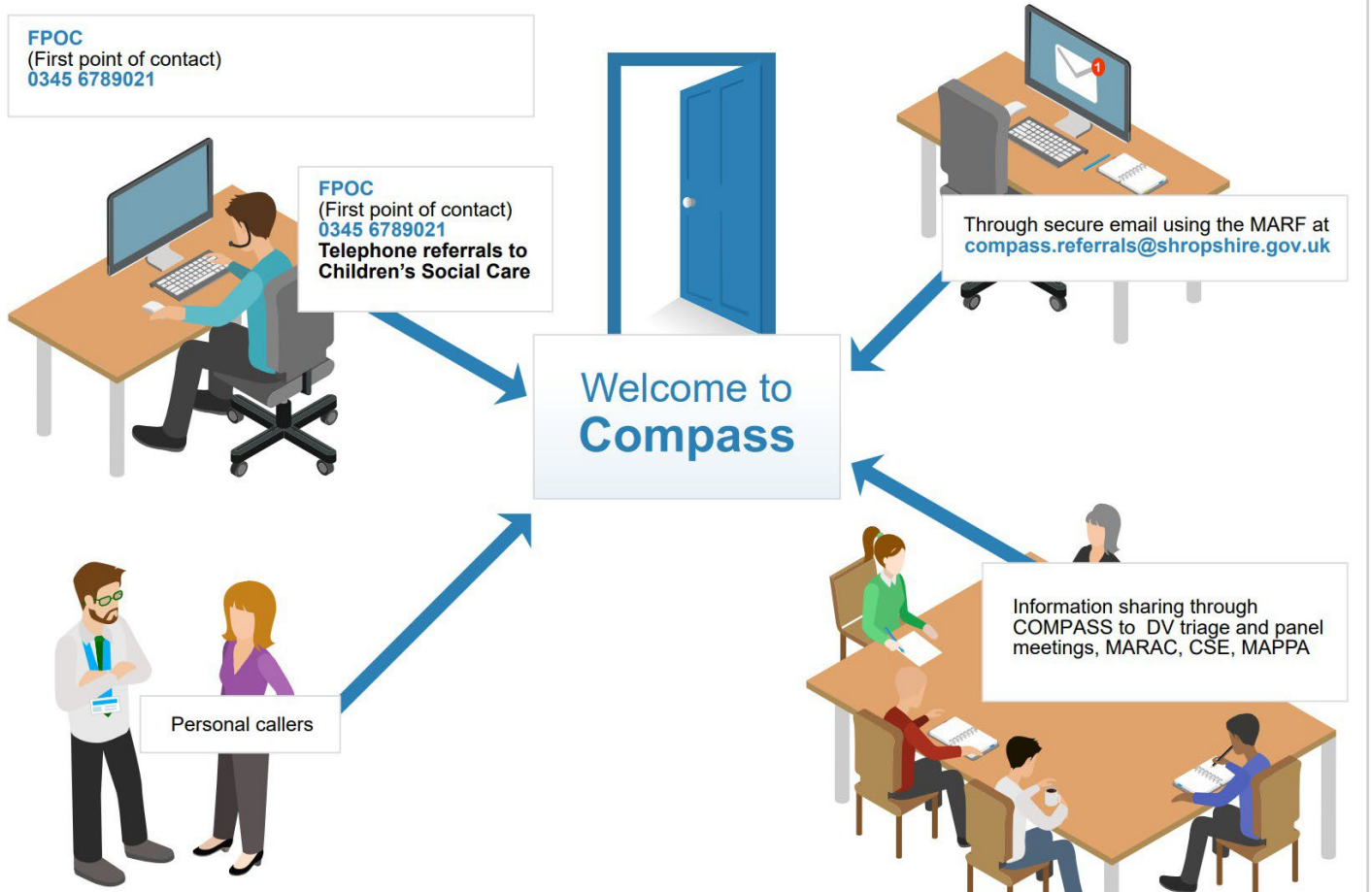
For more information, refer to:

Wolverhampton- Multi-Agency Children Services Threshold Guidance

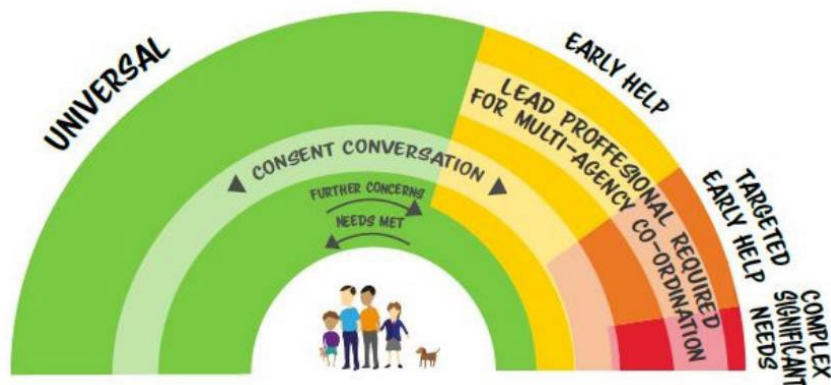


Shropshire: Reporting a concern

PATHWAYS FOR SHARING CONCERNS WITH COMPASS (Single Point of Contact)



Levels of Need and Response:



Threshold Guidance

School staff should be prepared to identify children who may benefit from early help/FSP in addition to identifying risks of significant harm

This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment/FSP.

When staff members have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action.

11. Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

12. Multi-agency working

All schools contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children. Local arrangements for safeguarding are followed in school and schools work closely with the 3 safeguarding partners (1. Local Authority, 2. Clinical commissioning group 3. Chief of Police) to ensure all children are safeguarded.

13. Safeguarding procedure across the Trust

All staff have a duty of care towards the children who attend any school within SHINE Academies. Staff are advised to follow the procedure should safeguarding concerns arise:

- ✓ *Ensuring the child's voice is heard and reassured, being open and honest with next steps*
- ✓ *Member of staff to log an incident straight away via CPOMS- this should be highlighted as an incident on top of the case note*
- ✓ *In the event of CPOMS not being accessible, staff are advised to complete an incident form that can be later transferred onto CPOMS, remembering the process of sharing concerns should not be delayed*
- ✓ *The staff member raising the concern must alert the safeguarding team within CPOMS. This will ensure the incident is followed up in a robust, timely manner*
- ✓ *The designated lead/deputy has a period of an hour to investigate, respond and complete a MARF*
- ✓ *Discussions take place with MASH duty officers throughout the course*
- ✓ *As good practice, safeguarding staff will speak to parents unless there is evidence of serious harm, whereby MASH will provide actions*
- ✓ *If a child is subject to a child protection, child in need or early help plan/FSP, an allocated worker within the family liaison team will share any concerns as well as update on school's behalf. The allocated family liaison officer will attend external meetings where necessary.*
- ✓ *Children and families will receive a professional approach from the family liaison service throughout engagement*

- ✓ *Case sharing supports professional working around the child. The DSL, Inclusion Lead, Behaviour Lead, Attendance Lead and Head teacher will attend case sharing with the Family Liaison service to gain a thorough update regarding the child and family. Attendees have the responsibility to share updates that relate to children and will discuss areas required for further information where necessary.*
- ✓ *The Family Liaison Lead/Deputy is responsible for completing supervisions. Supervision highlights reflective practice and provides opportunity to share any concerns regarding children known to plans. Whilst understanding working with children and families is highly sensitive and can impact professional working, supervision will provide a safe place for staff members whereby they are able share thoughts and reflections.*

Extended School and Offsite arrangements

Where extended school activities are provided by and managed by our school, our own child protection policy and procedures apply.

When our governing body hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by our governing body, under the direct supervision or management of our school staff, our arrangements for child protection will apply. Where services or activities are provided separately by another body, our safeguarding policy and procedures will be adhered to. Our governing body will also seek assurance that the body concerned has appropriate safeguarding and child protection training, ensuring school's policy is read and signed (including inspecting these as needed); and ensure that there are arrangements in place to liaise with school DSL on any matters of concerns where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on our school roll. Our governing body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

When pupils attend off-site activities, including day and residential visits and work related activities, our school will ensure that the proprietors of the activity/venue operate safe practices to maintain the safety of our children/young people and liaise with investigating agencies in the locality relevant to where the concern has taken place.

In the event that our pupils attend alternative education provision we understand that this cohort of pupils often have complex needs. We ensure that the management committee or governing body of these settings are aware of the additional risk of harm that the pupils may be vulnerable to. We obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that our school would otherwise perform in respect of our own staff as defined in part five.

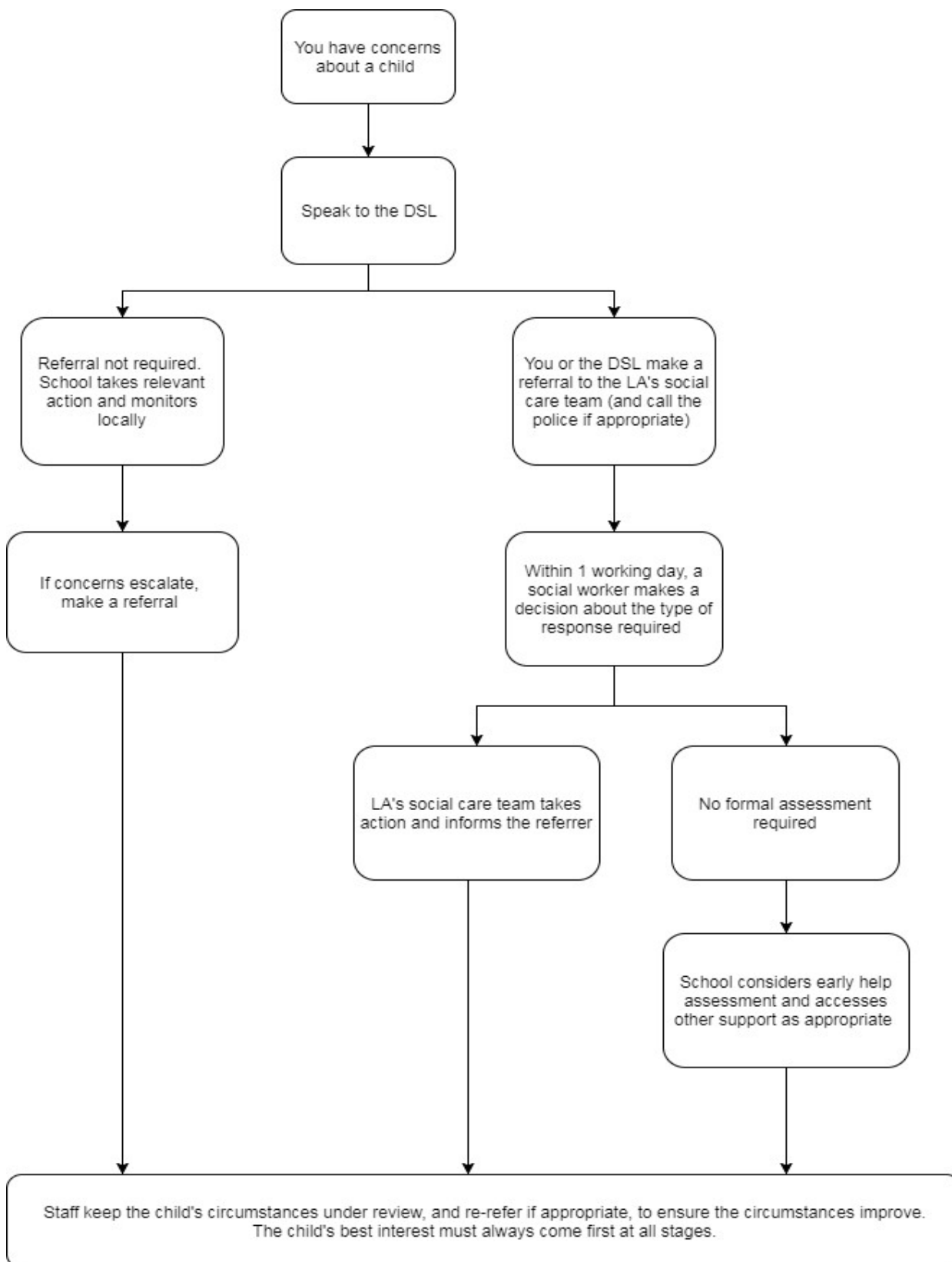
The DfE provide two pieces of statutory guidance to which commissioners/our school of Alternative Provision will have regard:

- Alternative provision - DfE Statutory Guidance
- Education for children with health needs who cannot attend school - DfE Statutory Guidance **BB**

Our school gives full regard to the guidance as above to ensure ongoing safeguarding of our pupils.

13.1 Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)

(Note –if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)



14. Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- *Whether there is an immediate risk to pupil(s)*
- *If a referral needs to be made to the police and/or children's social care*
- *If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)*
- *What further information is required to decide on the best response*
- *Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)*
- *Whether immediate action should be taken to delete or remove images from devices or online services*
- *Any relevant facts about the pupils involved which would influence risk assessment*
- *If there is a need to contact another school, college, setting or individual*
- *Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)*

The DSL will make an immediate referral to police and/or children's social care if:

- *The incident involves an adult*
- *There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)*
- *What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent*
- *The imagery involves sexual acts and any pupil in the imagery is under 13*
- *The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)*

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

15. Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks. If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

16. Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved. Staff are encouraged to liaise with MASH to seek support and advice where needed.

17. Referring to the police

If it is necessary to refer an incident to the police, this will be done through our PCSO or by dialing 101.

Staff are also to refer to, 'When to Call the Police' guidance for schools and colleges. The guidance outlines a clear pathway of support to the following:

- Assaults
- Criminal Damage including Arson
- Cyber Crime
- Illegal Drugs
- Harrassment
- Sexual Offences
- Theft
- Weapons

18. Pupils with special educational needs and disabilities (SEND)

We recognise that pupils with special educational needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behavior's such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Support through the family liaison team for children and their families

19. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please refer to the staff code of conduct policy.

20. Online safety/Artificial Intelligence (AI)

Children could have access to potentially harmful and inappropriate materials online if appropriate measures are not put into place. The curriculum provides opportunities for the teaching of online safety and reduce the possibility of online grooming by social media and online gaming. In school, appropriate filters are applied to all computers, iPads etc. Monitoring will take place weekly whereby the IT leads and DSL will manage and respond to alerts where there is evidence of breach or risk alerts and parents are provided with advice on

how to keep their children safe at home, as well as what systems they have in place to filter and monitor online use. Parents will be informed of what is expected of their child when accessing schools IT systems, including the sites they are asked to access. This information is shared through newsletters and parent workshops and social media. School is aware many children have access to the internet via the use of mobile phone networks. This allows some children to sexually harass their peers using smart devices. School has a firm policy where children hand their mobile device prior to entering the school building which is handed back by school staff on school dismissal. Refer to the Mobile Phone Safety and Acceptable Use Policy.

Artificial Intelligence (AI) can impact other safeguarding issues such as creating fake news and misinformation, super-imposing a person's face into pornographic videos for sexual gratification or to humiliate the person being put in images. AI technology is used to alter the person's facial expressions to make the video look more convincing. Catfishing and sextortion is an area whereby criminals can use AI profile pictures to appear younger than they are in order to befriend and groom children and then solicit information and/or images from them.

Filtering and Monitoring

In school, appropriate filters are applied to all waypoints which track user IDs and IP addresses of any connected device. Logs are maintained detailing device access records. DfE recommends a check-tool is run monthly to check the integrity and compliance of the filter(s) and reports are auto-generated from this. These logs and reports will be retained in a Trust accessible shared area on SharePoint.

All devices, whether fixed or portable, including computers, iPads, tablets etc are real-time monitored using **SENSO**. Monitoring will take place weekly whereby the Head teacher will respond to alerts where there is evidence of breach or risk evidenced. Where there is a cause for concern this will be shared with the DSL and IT lead in support of confirming next actions. Actions can include referral to MASH, parent meetings and working with external agencies. Monitoring and Filtering will be tracked within the safeguarding data monitoring sheet highlighting children that may be at risk. The data will identify where early intervention is required. CPOMS will be updated by the DSL/DDSL. Where there are concerns regarding staff members the head teacher will notify the LADO and CEO to clarify next actions. Records will be kept secure with the head teacher. The safeguarding governor will ensure school leads are maintaining digital standards, this will be evidenced within governing board minutes, where there is an oversight from the trust DSL governor, this will be reflected within trust minutes.

Weekly reports are generated automatically and provided to each schools' leadership team. Sophos is used as a filter. This acts as a fire wall with the aim for unlawful content not to be accessed. A multi-factor authentication is in place on school registered devices and accounts when these are being accessed outside of the school local area network. For accessing accounts on personal devices, an expiry token is generated and will remain active until such a point which multi-factor authentication will be again required. All school devices are enrolled for all sites via **Microsoft inTune** which allows for devices to be remotely accessed or prevented access at any time.

We continue to monitor the digital standards to ensure compliance and we will continue to monitor updates to these standards over time.

Harmful Online Hoaxes and Online Challenges

SHINE Academies is aware of the distressing and harmful content that can be shared by children and young people, including challenges whereby individuals may record themselves and distribute to others via videos or other means of social media content. Keeping Children Safe in Education sets out to **Identify, Intervene and escalate** concerns where necessary.

The following government guidance will support all schools with managing incidents in a professional manner: [Harmful online challenges and online hoaxes](#)

21. Curriculum coverage

Our governing body considers how children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PHSE, SRE, SEAL, SMSC, British Values, e-safety, assemblies, approved visitors etc.

Our school makes use of the DfE “one stop” page for teachers on GOV.UK, outlined within. Teaching about relationships, sex and health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

We are familiar with the following resources to help us plan and teach about safeguarding:

- teaching online safety in schools*
- UK Council for Internet Safety (UKCIS) guidance Education for a connected world*
- UKCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people*
- The UKCIS external visitors guidance to ensure the maximum impact of any online safety sessions delivered by external visitors;*
- National Crime Agency’s CEOP education programme ThinkuKnow*

Using resources above our children are taught to recognise when they are at risk and how to get help when they need it. We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, exploitation, sex and relationship education, consent, e-safety, British Values, bullying and sexting. Issues will be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

Our policies address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, online safety, SEND and are linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of the school, which will ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

22. Complaints and concerns about school safeguarding policies and procedures

22.1 Complaints/ allegations against staff

An allegation is any information which indicates (staff should be aware of transferable risk) that a member of staff/volunteer may have:

- 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.*

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff. The LADO will be contacted in all instances and record kept.

Please see ‘Allegations of Abuse’ policy

22.2 Complaints/ allegations against supply teachers

Any allegations made against supply teachers will be reported to the LADO and advice taken. Discussions will take place with the supply agency as to whether they should be suspended or deployed to another part of the school whilst an investigation is undertaken.

Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the governing body or proprietor when working in the school or college. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should 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.

The school will inform the agency of our process for managing allegations. This will include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

22.3 Other complaints

These would be dealt with in-line with the complaints policy.

Whistle-blowing

Please refer to the whistleblowing policy

23. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Initial concern forms are recorded onto CPOMS. Information is accessible to the safeguarding Lead, Headteacher, Family Liaison service and Inclusion Lead where needed. Staff will update CPOMS to record any significant events linked to the child in their class. CPOMS supports evidencing key areas of a child's journey in and out of school.

Confidentiality is key and access to records are restricted.

Information is shared with other agencies and schools following the local procedure guidelines related to Information sharing guidance. Staff are encouraged to read the DfE Data Protection Guidance for Schools (DfE 2024b). In the event of request for information, the DSL must refer to the SHINE Data Protection GDPR policy and Freedom of information Policy and Publication Scheme.

24. Training

24.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training.

24.2 The DSL, DDSL and identified SLT members

The DSL, DDSL and identified SLT members will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) as well as undertaking Prevent awareness training.

The designated safeguarding lead and deputies should 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. 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/FSP and statutory intervention, including local criteria for action and local authority children's social care referral arrangements*
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so*
- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;*
- are alert to the specific needs of children in need, those with special educational needs and young carers*
- 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 the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners*
- are able to keep detailed, accurate, secure written records of concerns and referrals*
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation*
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school 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

In addition to the formal training set out above, their knowledge and skills is regularly refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role

24.3 Trustees and Governors

All trustees and governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

25. Recruitment

25.1 Interview panels

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

25.2 Safer recruitment and DBS checks – policy & procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

a) New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities.
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards.
- Verify their professional qualifications, as appropriate.
- Ensure they are not subject to a prohibition order if they are employed to be a teacher.
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- A curriculum vitae (CV) will only be accepted alongside a full application form as it is not sufficient on its own to support safer recruitment.

- Short listed candidates will be informed of online searches taking place, as part of our due diligence checks. Findings will be shared with the candidate.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or Trust where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

b) Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

c) Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

d) Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity

- *An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children*
- *We will obtain the DBS check for self-employed contractors*
- *We will not keep copies of such checks for longer than 6 months*
- *Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances*
- *We will check the identity of all contractors and their staff on arrival at the school.*

For self-employed contractors such as music teachers or sports coaches, we will:

- *Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.*

e) Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

f) Volunteers/Students

We will:

- *Never leave an unchecked volunteer/student unsupervised or allow them to work in regulated activity*
- *Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity*
- *Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment*
- *Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought*

It is the responsibility of the lead staff member to ensure all the above actions are met, ensuring the office manager is fully informed prior to placements starting. School staff must request a service letter head of confirming placement along with a photo ID to confirm recognition.

As noted, a DBS is required to support tracking of the single central system. Staff are advised to include the office manager within email communication to support information sharing, as well ensuring all procedures are fully followed. Lead staff will have the responsibility to ensure a thorough induction is delivered to the volunteer/student, this includes evidencing schools policies and procedures are provided and read.

g) Trustees & Governors

All trustees, local governors and members will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state. All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008).*
- Identity*
- Right to work in the UK*
- Other checks deemed necessary if they have lived or worked outside the UK*

h) Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

i) Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

26. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or*
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out*

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Our Low-Level Concern Policy

This content refers to the Staff code of conduct policy and Managing Allegations of Abuse policy.

The overarching aim of the school's Low-Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines;*

- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and Safeguarding and Child Protection Policy
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

Our procedure for sharing confidentially such concerns as above is clear:-

If low-level concerns are shared initially with the DSL or with the headteacher it is a matter for our school to decide. If the former, then our DSL will inform the headteacher of all the low-level concerns and in a timely fashion according to the nature of each particular low-level concern.

Our headteacher will be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in our school the headteacher may wish to consult with the DSL and take a more collaborative decision making approach. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If we are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the relevant LADO.

What is a low-level concern?

This policy is referred to with the staff code of conduct policy.

A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

From time to time an individual may notice behaviour or actions in others which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a Low-Level Concern.

Example of low-level concern:

Being over friendly with children

Having favourites

Taking photographs of children on their mobile phone

Engaging with child on a one-to-one basis within a secluded area or behind a closed door

Using sexualised intimidating language

Offering of gifts out of the limitations of reward

What should I do if I have a low-level concern?

Where a low-level concern exists, it should be reported to the DSL or to the Headteacher as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident).

How will my low-level concern be handled?

The DSL will discuss all low-level concerns received with the Headteacher as soon as possible and in any event within 24 hours of becoming aware of it.

The Headteacher in the first instance, will confirm that it is a low-level concern and should not be re-classified as an allegation and dealt with under the appropriate procedure (outlined later in this document).

The circumstances in which a low-level concern might be reclassified as an allegation are where:

- a) the threshold is met for an allegation*
- b) there is a pattern of low-level concerns which collectively amount to an allegation or*
- c) there is other information which when taken into account leads to an allegation.*

Where the Headteacher is in any doubt whatsoever, advice will be sought from the LADO, if necessary on a no-names basis.

Having established that the concern is low-level, the DSL or Headteacher as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary.

Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns. This is necessary to enable any patterns to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either:

- a) the concern (or group of concerns) has been reclassified as an allegation as above; or Safeguarding and Child Protection Policy and Procedure)*
- b) the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.*

27. Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Ensure the child is safe and taken up the school office by an adult*
- Attempt to contact all adults on the child's contact list*
- If school have been unable to contact an adult on the contact list by 5.00pm 2 members of staff will drive to the child's address to see if a parent/carer is at home*
- If by 5.30pm the child has still not been collected and we are unable to make contact with parents, social services will be contacted*

28. Collection of pupils by others

We allow siblings 16 or over to drop off or collect a child providing that permission is sought via school's paperwork system. The Royal Society for the Prevention of Accidents and the NSPCC recommend, "no one under 16 should be left to care for a younger child for more than a short period of time".

The school reserves the right to refuse to allow a person to take responsibility for accompanying a pupil to or from school should there be evidence of concerns regarding care.

The suitability of a sibling or under the age of 16 caring for a younger child will be considered on a case by case basis, by making a judgment of the potential risks of this arrangement; the maturity of the child collecting/being collected; the length and nature of the journey home, the behaviour and relationship of the children collecting/being collected.

Pupils will not be released into the care of any adult unless the school has legal or written permission to release them.

29. Pupils missing from the premises

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

During the incident:

- *Lock down the school following the lock down policy*
- *Quickly establish the last time the child was seen and by whom*
- *Have a team of staff check the school grounds*
- *Contact parents*
- *Contact police*

Post incident:

- *Inform Chair of trustees and LGB*
- *Seek HR advice if a member of staff/ group of staff may be responsible – take appropriate actions*
- *Review site security – undertake risk assessments*
- *Review all policies*

30. Staff who have contact with pupils and families (Family Liaison Team)

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues. Induction is provided to newly recruited staff prior to service delivery to support safe, professional working.

31. Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

<https://contextualsafeguarding.org.uk/>

Staff must understand how the wider community can impact towards harm upon a child. Information must be shared with the DSL. The DSL has a duty to share all information to MASH.

32. Monitoring arrangements

*This policy will be reviewed **annually**. At every review, it will be approved by the trust board.*

33. Links with other policies

This policy links to the following policies and procedures:

Behaviour

Staff code of conduct

Complaints

Health and safety

Attendance

Online safety

Equality

Sex and relationship education

First aid

Curriculum

Whistleblowing

Mental Health

SEND Policy

Managing Allegation of Abuse

Whistleblowing

Attendance- including Children Missing in Education

Intimate Care

Mobile Phone and Acceptable Use Policy

34. Important contacts

Busill Jones Primary

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Designated safeguarding lead (DSL)</i>	<i>M Tolley</i>	<i>stolley@busilljonesprimary.co.uk</i>
<i>Deputy DSL</i>	<i>N Bayliss</i>	<i>nbayliss@busilljonesprimary.co.uk</i>
<i>Local authority designated officer (LADO)</i>	<i>Belinda Crowshaw</i>	<i>01922 654040</i> <i>07432422205</i> <i>Belinda.Crowshaw@walsall.gov.uk</i>
<i>Chair of Governors</i> <i>Link Safeguarding Governor</i>	<i>Vacancy</i>	
<i>MASH</i>		<i>0300 5552866</i> <i>IRSAdminTheQuest@walsall.gov.uk</i>
<i>Virtual Head teacher</i>	<i>Lorraine Thompson</i>	<i>Lorraine.thompson@walsall.gov.uk</i>

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>School Mental Health and Well-being Lead</i>	<i>M Tolley</i>	stolley@busilljonesprimary.co.uk
<i>Local Authority Prevent Education Officer</i>	<i>Niall Markham</i>	07766 160646
<i>School Prevent Lead</i>	<i>M Tolley</i>	stolley@busilljonesprimary.co.uk
<i>Computing and E Safety Lead</i>	<i>R Davidson</i>	rdavidson@busilljonesprimary.co.uk
<i>Designated teacher for LAC</i>	<i>N Danks</i>	ndanks@busilljonesprimary.co.uk

Lodge Farm Primary

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Designated safeguarding lead (DSL)</i>	<i>R Adams</i>	radams@lodgefarmprimary.co.uk
<i>Deputy DSL</i>	<i>S Jackson</i>	sjackson@lodgefarmprimary.co.uk
<i>Local authority designated officer (LADO)</i>	<i>Belinda Crowshaw</i>	01922 654040 07432422205 Belinda.Crowshaw@walsall.gov.uk
<i>Chair of Governors Link Safeguarding Governor</i>	<i>Gary Gentle Gary Gentle</i>	ggentle@shineacademies.co.uk
<i>MASH</i>	<i>Walsall</i>	0300 5552866 IRSAdminTheQuest@walsall.gov.uk
<i>Virtual Head teacher</i>	<i>Lorraine Thompson</i>	Lorraine.thompson@walsall.gov.uk
<i>School Mental Health and Well-being Lead</i>	<i>S Jackson</i>	sjackson@lodgefarmprimary.co.uk
<i>Local Authority Prevent Education Officer</i>	<i>Niall Markham</i>	07766 160646
<i>Designated teacher for LAC</i>	<i>N Lawrence-Beckles</i>	NLawrenceBeckles@lodgefarmprimary.co.uk
<i>School Prevent Lead</i>	<i>R Adams</i>	radams@lodgefarmprimary.co.uk
<i>Computing and E Safety Lead</i>	<i>H Watkiss</i>	hwatkiss@lodgefarmprimary.co.uk

Northwood Park Primary

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Designated safeguarding lead (DSL)</i>	<i>T Bentley</i>	tbentley@northwoodparkprimary.co.uk
<i>Deputy DSL</i>	<i>A Giles</i>	agiles@northwoodparkprimary.co.uk
<i>Local authority designated officer (LADO)</i>	<i>Kenny Edgar</i>	lado@wolverhampton.gov.uk 01902 550661
<i>Chair of Governors Link Safeguarding Governor</i>	<i>C Winterbottom C Winterbottom</i>	cwinterbottom@northwoodparkprimary.co.uk
<i>Virtual School Head</i>	<i>Darren Martindale</i>	Darren.martindale@wolverhampton.gov.uk 01902 556951
<i>Local Authority Prevent and Cohesion Coordinator Police Prevent Officer</i>	<i>Deborah Smith James Somers</i>	Deborah.Smith@wolverhampton.gov.uk 01902 551214 J.Somers@west-midlands.pnn.police.uk
<i>MASH</i>	<i>Wolverhampton Out of hours</i>	01902 555392 01902 552999
<i>School Mental Health and Well-being Lead</i>		
<i>School Prevent Lead</i>	<i>A Giles</i>	agiles@northwoodparkprimary.co.uk
<i>Computing and E Safety Lead</i>	<i>A Poultney</i>	apoultney@northwoodparkprimary.co.uk
<i>Designated teacher for LAC</i>	<i>C Downen</i>	cdownen@northwoodparkprimary.co.uk

Important contacts – Villiers Primary

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Designated safeguarding lead (DSL)</i>	<i>L Woodward</i>	lwoodward@villiersprimary.co.uk
<i>Deputy DSL</i>	<i>L Rogers</i>	larogers@villiersprimaryschool.co.uk
<i>Local authority designated officer (LADO)</i>	<i>Kenny Edgar</i>	lado@wolverhampton.gov.uk 01902 550661
<i>Chair of Governors Link Safeguarding Governor</i>	<i>Jenny Perks Matt Breakwell</i>	jenperks2000@yahoo.co.uk mattbreak@hotmail.com

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Local Authority Prevent and Cohesion Coordinator</i> <i>Police Prevent Officer</i>	<i>Deborah Smith</i> <i>James Somers</i>	Deborah.Smith@wolverhampton.gov.uk 01902 551214 J.Somers@west-midlands.pnn.police.uk
<i>School Prevent Lead</i>	<i>L Woodward</i>	lwoodward@villiersprimary.co.uk
<i>Wolverhampton MASH</i>	<i>Wolverhampton</i> <i>Out of hours</i>	01902 555392 01902 552999
<i>Virtual School Head</i>	<i>Darren Martindale</i>	01902 556951 Darren.martindale@wolverhampton.gov.uk
<i>School Mental Health and Well-being Lead</i>	<i>L Woodward</i>	Lwoodward@villiersprimaryschool.co.uk
<i>Computing and E Safety Lead</i>	<i>D Moss</i>	dross@villiersprimaryschool.co.uk
<i>Designated Teacher for LAC</i>	<i>L Woodward</i>	lwoodward@villiersprimary.co.uk

Crowmoor Primary

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Designated safeguarding lead (DSL)</i>	<i>R Horton</i>	ryan.horton@crowmoorschool
<i>Deputy DSL</i>	<i>B Green</i>	beth.green@crowmoorschool
<i>Local authority designated officer (LADO)</i>	<i>Ellie Jones</i>	Lado@shropshire.gov.uk 0345 6789021
<i>Chair of Governors</i> <i>Link Safeguarding Governor</i>	<i>Geraldine Dunkerley</i>	
<i>Local Authority Prevent Lead</i>	<i>Sarah Hollinshead-Bland</i>	
<i>School Prevent Lead</i>	<i>R Horton</i>	Ryan.horton@crowmoorschool

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Families first point of contact FPOC</i>	<i>Shropshire Emergency duty team</i>	<i>0345 678 9021 Compass.Referrals@shropshire.gov.uk</i>
<i>Virtual School Head</i>	<i>Jo Kelly</i>	<i>01743 250124</i>
<i>School Mental Health and Well-being Lead</i>	<i>B Green</i>	<i>beth.green@crowmoorschool</i>
<i>Computing and E Safety Lead</i>	<i>B Jones</i>	<i>Barabara.jones@crowmoorschool</i>
<i>Designated Teacher for LAC</i>	<i>B Green</i>	<i>beth.green@crowmoorschool</i>

Important contacts – SHINE Academies Trust

<i>ROLE/ORGANISATION</i>	<i>NAME</i>	<i>CONTACT DETAILS</i>
<i>Chair of Trustees</i>	<i>G Gentle</i>	<i>Ggentle@shineacademies.co.uk</i>
<i>CEO</i>	<i>G Draycott</i>	<i>Gdraycott@shineacademies.co.uk</i>
<i>Director of Primary Education</i>	<i>M Price</i>	<i>mprice@shineacademies.co.uk</i>
<i>Director of Family Services/Trust Designated Safeguarding Lead</i>	<i>S Baran</i>	<i>Sbaran@shineacademies.co.uk</i>