



BORDESLEY MULTI ACADEMY TRUST

T2-03 Safeguarding & Child Protection (21-22) Policy

Tier 2 – Centrally Determined School Policy

Approved by the Trust on 17/10/2021

Document control

Prepared by	Shaw Goodwin
Authorised by	CEO
Approved by	Full Trustees Board
Adopted by local governing body	HFF BMS THS
Published location	BMAT Central – Policies>>Tier 2 Policies
Other documents referenced	See section 10
Review date	1/9/2022

Related documents

Version control

Version	Date Issued	Author	Update Information
Draft v2.0	01/09/2021	S Goodwin	First Draft – based on 20-21 Policy with changes made to reflect WCC model policy changes and KCSIE21
Approved v2.0	19/10/2021	S Goodwin	Approved by Trustees

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Bordesley Multi Academy Trust

Child Protection and Safeguarding Policy 2021-2022

Governors' Committee Responsible:	XXX
Governor Lead:	XXX
Designated Safeguarding Lead of Staff:	XXX
Prevent Lead:	XXX
Child Exploitation GET SAFE lead	XXX
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2022

Safeguarding Statement

YYY recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

The School's Safeguarding and Child protection policy draws upon duties conferred by the Children Acts 1989 and 2004, The Children and Families Act 2014, s175 of the 2020 Education Act, The Education (Independent School Standards) Regulations 2014 (for independent schools), the Non-maintained Special Schools (England) Regulations 2015 (for non-maintained special schools) and the guidance contained in [Working Together to Safeguard Children 2018](#), the DfE's statutory Guidance [Keeping Children Safe in Education September 2021](#).

Key Personnel:

The Designated Safeguarding Lead (DSL) is XXX

Contact details:

Email: XXX

Telephone: XXX

The deputy DSL(s) is/are...

Contact details: XXX, XXX

Email: XXX

Telephone: XXX

The nominated safeguarding governor is...

Contact details: XXX

Email: XXX

Telephone: XXX

The Headteacher is...

Contact details: XXX

Email: XXX

Telephone: XXX

The Chair of Governors is...

Contact details: XXX

Email: XXX

Telephone: _____

Other named staff and contacts:

- Designated Teacher for Children in Care XXX
- Online safety Co-ordinator XXX
- Safeguarding in Education Adviser, WCF XXX
- Local Authority Designated Officer/Position of Trust XXX
- Family Front Door: **01905 822666** (core working hours)

Out of hours or at weekends: **01905 768020**

To submit an online Cause for Concern notification log onto:

https://www.worcestershire.gov.uk/info/20559/refer_to_childrens_social_care

1. Introduction

1.1 **YYY** fully recognises the contribution it can make to protect and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety, health and well-being by creating an honest, open, caring and supportive environment. The pupils' welfare is of paramount importance.

1.2 Keeping Children Safe in Education has been extended from early years, schools and colleges to cover 16-19 academies (and apprenticeships). There is reference to the Education and Training (Welfare of Children) Act 2021 which amends the Education Act 2002 and the Apprenticeships, Skills, Children and Learning Act 2009 and places safeguarding duties on 16 to 19 academies and further education to ensure that safeguarding responsibilities are understood and prohibiting funding being given if safeguarding requirements not complied with.

1.3 This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [Keeping Children Safe in Education 2021– please see DfE website for the most updated version.](#)
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record (SCR) and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- 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
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at
 - [Charity Commission Guidance](#)
 - [West Midlands procedures:](#)
 - [WCF levels of need guidance:](#)

Staff have regard to the DfE statutory guidance 'Relationships education, relationships and sex education (RSE) and health education' June 2019 (Last updated July 2020) by including opportunities in the curriculum, specifically through PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020. Schools have flexibility to decide how they discharge their duties effectively within the first

year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#). The following resources may help schools:

- DfE advice for schools:
 - [Teaching online safety in schools](#)
 - UK Council for Internet Safety (UKCIS) 27 guidance: [Education for a connected-world](#)
 - National Crime Agency's CEOP education programme: [Thinkuknow](#)
 - Public Health England: [Rise Above](#)

1.2 This policy applies to all staff, governors, volunteers and visitors to the school. Child protection is the responsibility of all staff. We will ensure that we will comply with our duties under all relevant legislation We will ensure this policy and our procedures are effective and comply with the law at all times, this includes training for all staff. We ensure that all parents and working partners are aware of this policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents/carers.

1.4 In our **XXX** and Academy Trust will ensure we facilitate a whole school approach to safeguarding. Ultimately, all our systems, processes and policies will operate with the best interests of the child/children at their heart.

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

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

1.6.1 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

1.6.2 NSPCC's whistleblowing advice line dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by school / college.

1.6.3 Staff can call 0800 028 0285 – line is available from 8:00 am to 8:00 pm, Monday to Friday and email: help@nspcc.org.uk

2. Safeguarding Commitment

2.1 **YYY** adopt an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents/carers to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously, and children are encouraged to seek help from members of staff.

2.2 **YYY** will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty.
- Include in the curriculum activities and opportunities (specifically through PHSE/ICT) which equip children with the skills they need to stay safe from abuse (including online) and to know where to get help.
- Ensure every effort is made to establish effective working relationships with parents/carers and colleagues from other agencies.
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s128). For senior leaders in Academies and for Governors in maintained schools (Since September 2018)
- As Education Safeguarding Practitioners, we will liaise with the three safeguarding partners in line with Working Together 2018 (updated February 2019)
- Within our local area statistics, as of November 2020, show that 'Criminal Damage & Arson' and 'Violence & Sexual Offences' are the two highest crimes committed and therefore, are a particular focus for our school. Data taken from: <https://www.crime-statistics.co.uk>

*****TO BE PERSONALISED FOR each school postcode*****

2.3 Safeguarding in the Curriculum – add additional information on how your school threads these subjects through your curriculum?

In our school children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

As part of providing a broad and balanced curriculum, through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

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

- Bullying/Cyber Bullying

Add examples of how you teach about bullying-Bullying week etc

- Drugs, Alcohol and Substance Abuse

Add examples of how you teach about Drugs, Alcohol and Substance Abuse

- Online Safety / Mobile technologies

Add examples of how you teach about Online Safety / Mobile technologies

- Stranger Danger

Add examples of how you teach about Stranger Danger

- Fire and Water Safety

Add examples of how you teach about Fire and Water Safety

- Peer to Peer Abuse (Child on Child)

Add examples of how you teach about Peer to Peer Abuse

- Sexual Violence and Sexual Harassment

Add examples of how you teach about Sexual Violence and Sexual Harassment

- Road Safety

Add examples of how you teach about Road Safety

- Domestic Abuse

Add examples of how you teach about Domestic Abuse

- Healthy Relationships / Consent

Add examples of how you teach about Healthy Relationships / Consent

- So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

Add examples of how you teach about So called Honour Based Violence issues (HBV) e.g. Forced Marriage, Female Genital Mutilation (FGM)

- Child Exploitation of Children

Add examples of how you teach about child exploitation

- Extremism and Radicalisation (in line with the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014)¹)

Add examples of how you teach about Prevent

2.4 Support - YYY recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

2.5 Raising concerns/complaints. We respond robustly when concerns are raised or complaints made (from children, adults including parent/carers) as we recognise that this promotes a safer environment and we seek to learn from complaints and comments. The school will take action

¹ <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

and seek to resolve the concerns in a timely way, keeping people informed as to progress wherever possible. The school's complaints procedures are available on its website.

3. Roles and Responsibilities

3.1. General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school (Designated Safeguarding Leads/safeguarding team). Staff are aware that they may need to work with other services as needed and assist in making decisions about individual children.

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

Every member of staff, including volunteers working with children at our school, are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned and '*think beyond the obvious*'. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They take account of the '*one chance rule*' in relation to honour based violence issues, that an adult may have only one opportunity to save a potential victim.

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the safeguarding team to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

3.2 Trustees & Local Governing Body

Before an individual becomes a Trustee the Secretary of State will:

- carry out an enhanced DBS check; and obtain an enhanced DBS certificate where applicable (either including or not including barred list information as appropriate);
- confirm the individual's identity; and
- if the individual lives or has lived outside of the UK, where making an enhanced check is insufficient, such other checks as the Secretary of State considers appropriate.

In the case of an academy trust, including those established to operate a free school, the trust must require enhanced DBS checks on all members of the academy trust, individual charity trustees, and the chair of the board of charity trustees. Academy trusts, including those established to run a free school, have the same responsibilities as all independent schools in relation to requesting enhanced DBS certificates for permanent and supply staff. Where an academy trust delegates responsibilities to any delegate or committee (including a local governing body), the trust must require DBS checks on all delegates and all member of such committees. Academy trusts must also check that members are not barred from taking part in the management of the school as a result of a section 128 direction.

In accordance with the Statutory Guidance "Keeping Children Safe in Education" September 2021 Bordesley Multi Academy Trust will directly, or indirectly through delegation to the school's Local Governing Body, ensure that:

- Child protection/safeguarding policy, procedures and training in place which are always effective and comply with the law. The policy is made available publicly.

- The policy will be reviewed at least annually or more often, for example in the event of new guidance or a significant incident.
- Trustees and Local Governors have an enhanced criminal records certificate from the DBS.
- We carry out a section 128 check for Trustees and school governors, because a person subject to one is disqualified from being a Trustee or Governor. Using the free Employer Secure Access sign-in portal via the Teaching Regulation Agency's (TRA)
- We check if a person we recruit as a Trustee or Governor is barred because of being subject to a section 128 direction.
- We operate safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Head Teacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers/ people in a position of trust.
- There is a senior member of **XXX** school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role (at least one deputy) with appropriate arrangements for before/after school and out of term activities.
- The Designated Safeguarding Lead undertakes effective Local authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Head Teacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every year); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education 2021). Training should include FGM/Prevent/Child Exploitation.
- Any deficiencies or weaknesses in these arrangements brought to the attention of the Governing Body and Trust and will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Head Teacher, with advice and guidance from the Local Authority Designated Officer (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "[Guidance for Safer Working Practice for those who work with children in education settings October 2015](#)".
- Information is provided to the Local Authority (on behalf of the WSCP) when requested, for example through the Annual Safeguarding Return (e.g. section 175 audit)
- Our Trust and school Local Governing body ensure that children are taught about safeguarding, including online safety. This as part of providing a broad and balanced curriculum.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of Early Help for children who require this. Early Help may be offered directly through our school early help provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Worcestershire Safeguarding Children Partnership (WCSP).
- Our Trustees and Local Governing Body and proprietors are aware of GDPR that among other obligations, the [Data Protection Act 2018](#) and the GDPR place duties on

organisations and individuals to process personal information fairly and lawfully and to keep the information we hold safe and secure in [Data protection: toolkit for schools](#) .

- The school complies with all legislative safeguarding duties, including the duty to report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism. In conjunction with the Head and DSL they should assess the level of risk within the school and put actions in place to reduce that risk

3.3 The Designated Safeguarding Lead

The Trust and Governing bodies ensure an appropriate senior member of staff from the school or college leadership team is appointed to the role of Designated Safeguarding Lead. The DSL should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description.

It is a matter for individual schools as to whether they choose to have one or more deputy Designated Safeguarding Leads. Deputy DSLs are trained to the same standard as the DSL. The DSL and deputy DSLs are also referred to as the 'Safeguarding Team'.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection as set out above, remains with the DSL. This responsibility should not be delegated.

The safeguarding team will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC (National Police Chief Council)- 'When to call the police' should help DSLs understand when they should consider calling the police and what to expect when they do.

During term time, a member of the safeguarding team will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The safeguarding team undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years. (WCF Education Safeguarding SLA - DSL annual training)

In addition to formal training as set out above, their knowledge and skills are continually updated in different formats such as the use of e-bulletins, meeting other DSLs and taking time to read and digest safeguarding developments at regular intervals and at least annually, to keep up with any developments relevant to the role.

The names of the safeguarding team (DSLs) for the current year are listed on **page 4** of this document.

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

Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).

NSPCC's <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/> dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00AM to 8:00PM, Monday to Friday and email: help@nspcc.org.uk

NPCC - When to call the police

Statutory guidance contains further information on [The Role and Responsibilities of the Designated Teacher](#) for children in care.

3.4 Headteacher

The Headteacher of the school will ensure that:

- The Safeguarding policies and procedures adopted by the Governing Body are effectively implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the safeguarding team to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer (LADO) in a timely manner.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

4. Records, Monitoring and Transfer

- 4.1** Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The record should include the child's words as far as possible and should be timed, dated and signed. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2** Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3** Child protection records are stored securely, with access confined to specific staff, e.g., safeguarding teams and the Headteacher.
- 4.4** Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals (e.g., child who repeatedly goes missing) and ensuring these are acted upon. These files are recorded on MyConcern which holds a chronology of significant events.
- 4.5** When children transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving education setting, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named DSL of the receiving establishment. Files requested by other agencies e.g., Police, should be copied.
- 4.6** A record of any allegations (proven) made against staff is kept in a confidential file by the Headteacher.

5. Whole school and College Approach to Safeguarding

YYY will ensure we facilitate a whole school/college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies operate with the best interests of the child at their heart. Where there is a safeguarding concern, governing bodies, Trustees, Trust Officers and school/college leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place, and well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

What school/college staff will do if they have concerns about a child

Our staff working with children are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

If staff have any concerns about a child's welfare, we act on them immediately. If staff have a concern, we follow our organisation's procedures as documented in Section 6 of this policy

Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes.
- undertaking an early help assessment; or
- making a referral to statutory services, as the child might be in need, is in need or suffering, or is likely to suffer harm.

Early Help

Any child may benefit from early help, YYY are experienced and appropriately trained to early identify the potential need for early help for a child who:

is disabled or has certain health conditions and has specific additional needs;

has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

- has a mental health need.
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves.
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

The Early Help Offer is accessible on our school website, as part of our early offer, we support children and young people by completing an early help assessment.

Multi-agency working

The school recognises that we have a pivotal role to play in multi-agency safeguarding arrangements. Our Trustees and Local Governing bodies ensure that we will contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children

In our school our leaders/governing body understand our local safeguarding arrangements and work with partners from Worcestershire Children's safeguarding partnership WSCP to safeguard and promote the welfare of local children, including identifying and responding to their needs. The Worcestershire children first (WCF) Head teacher safeguarding steering group who is represented by all phases of education are part of our WSCP and make all schools/colleges aware and follow the local arrangements for local protocol and assessment policies and procedures. We are also prepared to supply information as requested by the safeguarding partners.

Worcestershire Children First (worcschildrenfirst.org.uk)

Our School/college works with WCF social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

In our school/college we allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

6. Procedures for Managing Concerns

- 6.1** **YYY** adheres to child protection procedures that have been agreed locally through the Safeguarding Worcestershire <https://www.safeguardingworcestershire.org.uk/>
- 6.2** Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Mercia Consortium inter-agency procedures](#) and the [WSCP Levels of Need Guidance](#).
- 6.3** The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.
- 6.4** All concerns about a child or young person should be reported without delay using MyConcern
- 6.5** The safeguarding team will consider what action to take and have appropriate discussions with parents/carers prior to referral to children's social care or another agency unless, to do so would place the child at risk of harm or compromise an investigation.
- 6.6** All referrals will be made in line with [local procedures](#) as detailed on the [Worcestershire Children First Website](#).

6.7 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the safeguarding team and/or the Headteacher. Concerns should always lead to help for the child at some point.

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

- the situation is an emergency and the safeguarding team and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Staff should always follow the reporting procedures outlined in this policy in the first instance, however, they may also share information directly with Children's Services, or the police if: Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact Children's Services directly with their concerns.

6.9 Children Missing Education (CME)

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Our procedures for dealing with children that go missing from education are based on the Local Authority and West Midlands Safeguarding Children procedures. Staff are made aware of these procedures at induction and through our Attendance Policy. We will make every attempt to obtain more than one emergency contact number for each child registered at the school to ensure we are able to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

We will ensure that we inform the local authority when removing a child from the school role at standard and non-standard transition points in line with the DfE guidance on Children Missing Education

Elective Home Educated

Many home educated children have an overwhelmingly positive learning experience. **XXX** expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However we know this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended, we must inform our LA of all deletions from our admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we will work together to coordinate a meeting with parents/carers where possible.

6.11 Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.
<https://www.nicco.org.uk/>

6.12 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

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

6.13 Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

6.14 County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including

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

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

If Name of school/college identifies a child maybe at risk of exploitation, the designate safeguarding lead will work with and support and consider completion of a GET SAFE risk assessment which will be referred to Worcestershire children first get safe team for further assessment and support. The designated safeguarding lead will also consider referral to Worcestershire children first family front door as part of our schools and local safeguarding procedures. More information can be found : [Get Safe - keeping children and young people safe from criminal exploitation](#)

6.15 Domestic abuse

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

Name of school/college where we identify a victim of domestic abuse being high risk. We will consider a referral to MARAC (multi agency risk assessment conference). The purpose of MARAC is to share information and establish a multi-agency action plan to support the victim and to make links with other public protection procedures, particularly safeguarding children, vulnerable adults and the management of offenders. We will continue to provide help and support in order to safeguard children. This will usually be led by the designated safeguarding lead. MARAC does not replace a referral to children social care.

Worcestershire children first Domestic abuse guidance

6.16 Operation Encompass

Operation Encompass is to highlight that a Domestic Abuse Incident has taken place and the police have been called. It is about keeping an eye on changed behaviour and logging anything out of the ordinary. Operation Encompass helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform Worcestershire Children First, who then inform the school (Safeguarding Team) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

The DSL's responsibility – the DSL should:

- View the Operation Encompass website (www.operationencompass.org) for further information;
- Ensure the Operation Encompass referral record document is retained in the same way as other child protection documents, in a secure place;
- Identify and brief a colleague who can deputise in his/her absence;
- Ensure that all teaching staff are aware of Operation Encompass and understand the confidential nature of any information passed to them and that this information must be treated in the same way as any other child protection information;
- Inform parents that the school is part of Operation Encompass (using the template letter supplied);
- Inform the Governing Body that the school is part of Operation Encompass and the Governor with responsibility for safeguarding should have a working knowledge of the principles;
- Include details of Operation Encompass on the school website to ensure that all new parents are informed of the school's involvement.
- Display Operation Encompass posters around the school.

6.17 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The safeguarding team are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

6.18 'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as **breast ironing**. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the safeguarding team. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers.

6.19 FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers 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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's safeguarding team and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e., where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

6.20 Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 35-36 of which focus on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

What should schools do?

YYY will contact Children's social care via the Family Front Door (FFD) when they have a concern about a child, they should contact Family Front Door if the concerns are based on more concrete indicators – i.e., the child says this is going to happen to them, or disclosure that it has happened to them or to another sibling – schools should make a child protection referral and inform the Police as required by the mandatory reporting duty. Schools should not:

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

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

support as to how to resist and prevent FGM for their daughters, and education about the harmful effects of FGM and Breast Ironing may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM or Breast Ironing.

The 'one chance' rule

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

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

6.21 Preventing radicalisation

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

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As defined in the Government's Counter Extremism Strategy,
<https://www.gov.uk/government/publications/counter-extremism-strategy>.

As defined in the Revised Prevent Duty Guidance for England and Wales,
<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

As defined in the Terrorism Act 2000 (TACT 2000),
<http://www.legislation.gov.uk/ukpga/2000/11/contents>

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

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alerted to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the safeguarding team making a Prevent referral.

The school's safeguarding team is aware of local procedures for making a Prevent referral.

6.22 The Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent duty is seen as part of schools' wider safeguarding obligations. The safeguarding team and Senior Leaders have familiarised themselves with the revised [Prevent duty guidance: for England and Wales](#). The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

6.23 Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A member of the safeguarding team may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: [Channel guidance](#).

The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
- [Educate Against Hate](#), is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#). This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

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

6.24 Relationships and Sex Education

This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which was made compulsory from September 2020. The statutory guidance can be found here: [Statutory guidance: relationships and sex education \(RSE\) and health education](#).

The Department has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships sex and health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance. The following resources may also help schools and colleges:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)30 guidance: Education for a connected- world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects.

6.25 Peer on peer/child on child abuse

Our staff are aware that children can abuse other children (often referred to as peer-on-peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

Our staff understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead (or deputy).

Our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boy being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes’ images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Our staff are clear as to the school's policy and procedures with regards to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. They will be aware of the indicators, which may signal children are at risk from, or are 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 a significant change in wellbeing, 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 and may be at risk of criminal exploitation

Our staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

5.26 Sexual violence and sexual harassment between children in schools

XXX carefully considers any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. We will support victims to 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 the school's/ college's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature).

Children sharing a classroom: Initial considerations when the report is made

Any report of sexual violence is likely to be traumatic for the victim, however, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school/college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school or college premises (including during any before or after school-based activities) and on transport to and from the school or college, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

Options to manage the report

The school/college will consider every report on a case-by-case basis. When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, we will speak to the relevant agency and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not us from taking immediate action to safeguard children, where required. The following will be considered when managing any reports of sexual violence and/or sexual harassment.

- that sexual violence and sexual harassment can take place within intimate personal relationships between peers.
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Safeguarding and supporting the alleged perpetrator(s)

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- school/ college have a difficult balancing act to consider. On one hand, we need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, we will safeguard and support as appropriate and implement any disciplinary sanctions.
- We will Consider the age and the developmental stage of the alleged perpetrator(s) and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- We will Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials.
- Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- If an alleged perpetrator does move to another educational institution (for any reason), we will inform the new educational institution of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens as well as transferring the child protection file.
- The National Organisation for the Treatment of Abusers (NOTA) provides support for professionals involved in work with, or related to, sexual offending.
- Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We understand the importance that all victims are taken seriously and offered appropriate support. Staff are aware that some groups are potentially more at risk. We know that evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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

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

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

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

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

Sexual harassment

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

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

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

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and upskirting.

Upskirting

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

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the safeguarding team. Additional advice and support

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

On page 124 of KCSIE September 2021, you will find additional advice and support.

5.27 Children with additional vulnerabilities

There are many children who have additional needs or whose living arrangements may mean that they are more vulnerable to harm, for example children with special educational needs, disabled children, children in public care or privately fostered children. It is essential that the school knows who shares parental responsibility for children and has effective relationships with partner agencies in relation to these children (for example, Virtual School for Children in Care).

The school will ensure that staff have sufficient knowledge and guidance so that they are aware of the additional challenges faced by these children and the impact of their additional vulnerabilities. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child’s disability without further exploration; no single point of contact for the school as a child has a number of care-givers and involved professionals; assumptions that state approved care-givers are providing safe care for the child; communication needs of a child which can lead to over reliance on parental accounts and interpretations.

5.28 Protecting children online

YYY are doing all that they reasonably can to limit children’s exposure to risk when using the school’s IT system. As part of this process, YYY has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, YYY have taken into consideration the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring.](#)

Guidance on e-security is available from the [National Education Network.](#)

Whilst filtering and monitoring is an important part of the online safety picture for all schools to consider, it is only one part. **YYY** have a whole school approach to online safety. This includes a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school carefully consider how this is managed on site.

Consideration is taken to ensure appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Education at home

Where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers and safeguarding-and-remote-education](#)

5.29 Allegations against staff

We acknowledge that a pupil may make an allegation against a member of staff, including supply teachers or volunteers.

The school has its our own procedures for dealing with allegations against a member of staff, supply teacher, volunteer or contractor. These procedures are consistent with local safeguarding procedures and practice guidance and have regard to this guidance. It is important that policies and procedures make clear to whom allegations should be reported and that this should be done without delay. A “case manager” will lead any investigation. This will be either the headteacher or principal, or, where the headteacher is the subject of an allegation, the chair of governors.

Allegations/concerns that do not meet the harm threshold

Low level concerns about a member of staff will always be recorded. If there are concerns about Supply Staff or Contractors these should be reported to their employer to ensure that any pattern of inappropriate behaviour can be identified. Staff are also encouraged to feel confident to self-refer if they feel that they have been in a situation which could be misinterpreted as being compromising or if they feel that they may have behaved in a way that falls below the expected standards of professionalism.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. Records will be retained by the Head teacher and will reviewed regularly so that potential patterns of concerning behaviour can be identified. Should the level of concern reach the harms threshold the case will be referred to the LADO. Records will be retained until the individual ceases to be employed in the school .

The initial response to an allegation

Where we identify a child that there may be an immediate risk of harm to a child or if the situation is an emergency, we will contact children’s social care services and as appropriate the police immediately.

We will consider when an allegation is made:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk, referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the Local Authority Designated Officer (LADO), the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, we will:

- apply common sense and judgement.
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

XXX will ensure all staff understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made. Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school or college at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

XXX are familiar with what initial information the LADO will require. This information can be found in local policy and procedural guidance provided by the LADO service.

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate children social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care services will be convened in accordance with the statutory guidance:

Working Together to Safeguard Children.

If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school/college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further information about the use of reasonable force can be found on GOV.UK. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager.

Supply teachers

In some circumstances the school will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply; for example, supply teachers provided by an employment agency or business.

Whilst the school/college are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate with any enquiries from the LADO, police and/or children's social services. The school/college will take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school/college, are under the supervision, direction and control of the governing body or proprietor when working in the school/college. They should 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 or college during the investigation.

When using a supply agency, schools/colleges will inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Governors

If an allegation is made against a governor, school/college will follow their own local procedures. Where an allegation is substantiated, we will follow the procedures to consider removing them from office.

Suspension

Suspension is not to be an automatic response when an allegation is reported. All options to avoid suspension should be considered prior to taking that step. The case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college, or until the allegation is resolved. It should be considered only in cases where there is cause to suspect a child or other children at the school/college is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. If in doubt, the case manager will seek views from their personnel adviser and the LADO, as well as the police and children's social care where they have been involved.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the designated safeguarding lead and make a risk assessment of the situation. It may be necessary for the designated safeguarding lead to make a referral to the children's social services.

Where the school/sixth form college is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at school/ sixth form college, we will take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work. Name of school/college has clear policy on pay arrangements whilst the person is suspended or where there is an interim prohibition order in place.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at school/college, based on consultation with the LADO who will provide relevant information we receive from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case. The case manager should be as inventive as possible to avoid suspension.

Based on advice from the school or college's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school/ college so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children; redeploying to alternative work in the school/ college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or where available, work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their advice. The power to suspend is vested in the governing body or proprietor who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care services, and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

6.30 Managing Professional Disagreements

On occasions there will be disagreements between professionals as to how concerns are handled and these can impact on effective working relationships. The school will support staff to promote positive partnerships within school and with other agencies and will ensure that **staff** are aware of how to escalate concerns and disagreements if appropriate and use the WSCP escalation procedures² if necessary.

6.31 The use of 'reasonable force' in schools and colleges

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. 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.

Departmental advice for schools is available <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

6.32 Private fostering - LA notification when identified

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will notify the Local Authority to allow the LA to check the arrangement is suitable and safe for the child.

See DfE statutory guidance [Children Act 1989 Private fostering](#) for comprehensive guidance on private fostering.

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

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible. If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

6.33 Looked after children and previously looked after children

² <https://westmidlands.procedures.org.uk/local-content/4gjN/escalation-policy-resolution-of-professional-disagreements>

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

Appropriate staff have the information about a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The designated teacher and safeguarding team have details of the child's social worker and the name of the Local Authority's Virtual Head for children in care.

6.34 Mental Health

All staff are aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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, they must report this to the safeguarding team.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. YYY are committed to supporting and promoting positive health, wellbeing and resilience among all children and use a variety of resources to include those from Public Health England. Its resources include social media, forming positive 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. See Rise Above for links to all materials and lesson plans.

6.35 Children Potentially at Greater Risk of Harm

Children who need a social worker (Child in Need and Child Protection Plans)

Sometimes children may need a social worker due to safeguarding or welfare needs.

Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead may hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools/colleges to safeguard and promote the welfare of children.

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

Findings from the Children in Need review, [‘Improving the educational outcomes of Children in Need of help and protection’](#) contains further information; the conclusion of the review, [‘Help, protection, education’](#) sets out action Government is taking to support this.

6.36 Alternative Provision

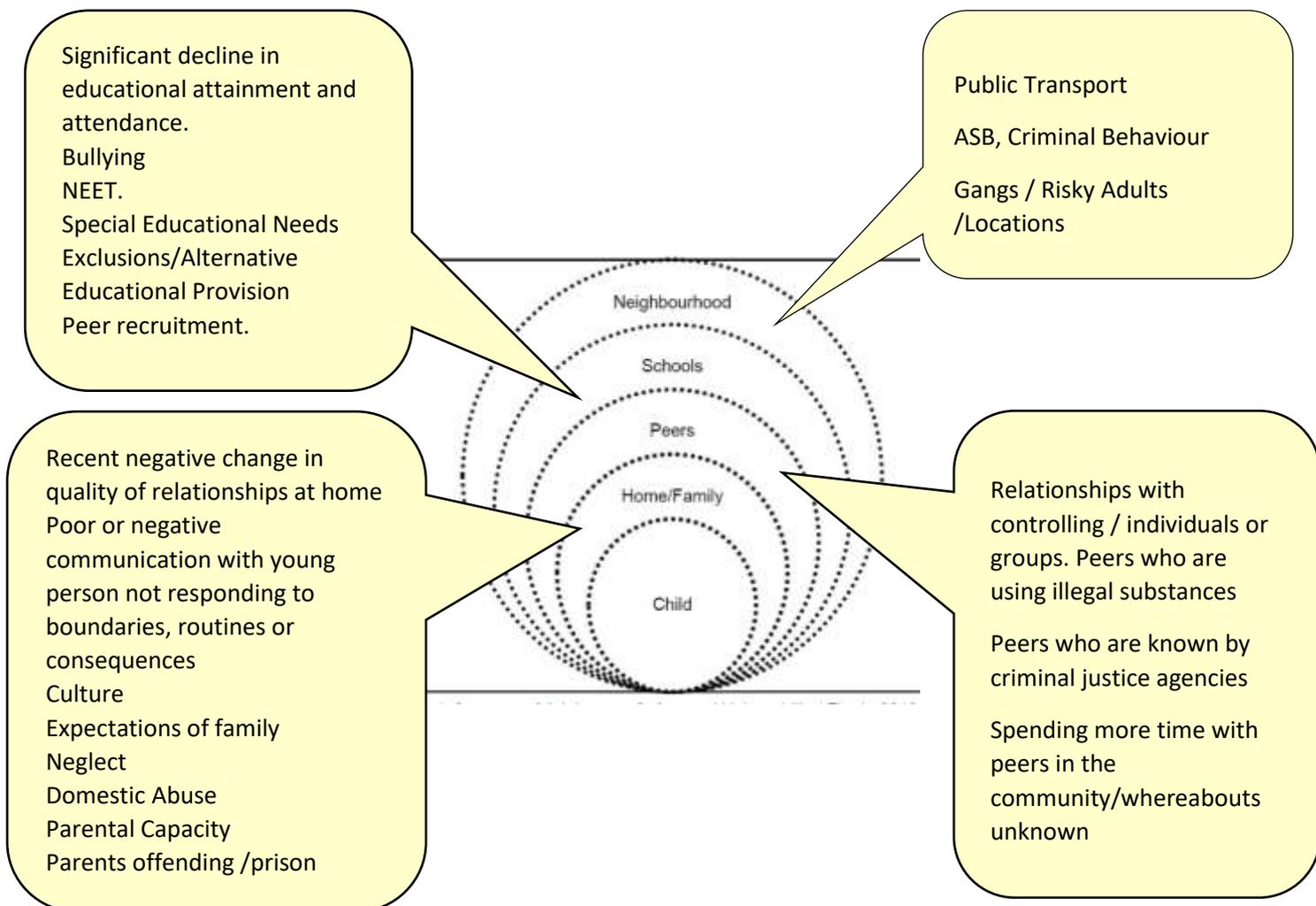
XXX school is aware of the additional risk of harm that their pupils may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative provision](#) - DfE Statutory Guidance
- [Education for children with health needs who cannot attend school](#)

7. Contextualised Safeguarding

All staff should be 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 safeguarding team, should 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.



8. Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond compliance with child protection procedures. The safeguarding duty is relevant for the discharge of all functions and activities. This policy needs to be read in conjunction with the following policies:

- Safer Recruitment and SCR Procedures Policy
- Behaviour Management
- Staff Code of Conduct
- Special Educational Needs
- First Aid and the Administration of Medicines
- Health and Safety
- Complaints Procedure
- Equal Opportunities
- Supporting Pupils/Students with Medical Conditions
- Looked After Children
- Whistleblowing
- Racist Incidents
- Anti-Bullying (including Cyber Bullying)
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, Searching and Confiscation")
- Sexual Violence and Sexual Harassment Policy
- Trips and Visits
- Work Experience and Extended Work Placements
- Healthy Relationships Education
- Site Security
- Safe and Appropriate Use of Images
- Toileting/Intimate Care
- Online Safety
- Extended School Activities
- Private Fostering
- Preventing Extremism and Radicalisation

Annex A - Logging a Concern about a Child's Safety and Welfare – all staff and visitors

(All staff have been trained to log all concerns on Myconcerns software programme, this form is for any staff unable to access IT systems or when they are not working.)

Pupil's name:		DOB:	Year:
Date:		Time:	
Name:	
Print		Signature	
Position:			
Note the reason(s) for recording the incident.			
Details of concern/incident - record the who/what/where/when factually (use reverse or continuation sheet if necessary):			
Any other relevant information (witnesses, immediate action taken)			
Action taken			
Reporting staff signature		Date	
DSL – Response/Outcome			
DSL signature		Date	