



Peters Hill Primary School

Safeguarding Children policy

Policy Author:	Simon Duncan, Designated Safeguarding Lead
Date Reviewed by Author:	September 2018
Next Review Date:	August 2019 Date
approved by Governing Body:	September 2018
Next Review by Governing Body:	August 2019

Contacts

Dudley Multi Agency Safeguarding Hub (MASH): 0300 555 0050

Emergency Duty Team: 0300 555 8574

Local Authority Designated Officer (DO): 01384 813061

Police: Child Abuse Investigation Unit. Halesowen Police Station. 101 Extension 79026071 or 79026072

NSPCC Whistleblowing Helpline: 0800 028 0285

Designated Safeguarding Lead: Simon Duncan

Agreed by the governing body (signature of chair and date)_____

Safeguarding Children Policy

School Details September 2018

Safeguarding Governor: Mel Gilhooley

Designated Safeguarding Lead, Prevent Single Point of Contact (SPOC), Child Sexual Exploitation (CSE) and Peer on Peer abuse Lead, Child Missing in Education (CME) Lead: Simon Duncan

Deputy Designated Safeguarding Lead, EYFS Safeguarding lead, Child Criminal Exploitation and County Lines Lead, Modern Slavery Lead: Mrs Tracy Curnin (Deputy Headteacher for lower school)

Deputy Designated Safeguarding Lead, Domestic Abuse Lead, Honor Based Violence (HBV) and Female Genital Mutilation (FGM) lead, Online Safety: Mrs Hayley Owen (Deputy Headteacher for upper school)

This policy will be made available to parents on request and is available on the school website.

In addition, the following documents are available in the staff handbook and copies can be obtained from the Designated Safeguarding Leads at all schools or in the Red Safeguarding folder on sharepoint: -

- 'Working Together to Safeguard Children' 2018.
- Keeping Children Safe in Education, Department for Education September 2018 (note it is a statutory requirement for Part 1 of this document, to have been read and understood by all staff and for Annex A to have been read by senior leaders and staff in direct contact with children).
- Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (October 2015).

Next Review Date: By at least 1 September 2019 or amended in light of any changes to national documentation

Statutory Framework

This policy has been written using the following statutory frameworks and guidance

- Children Act 1989
- Children Act 2004
- Education Act 2002
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2018)
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- DSCB interagency child protection and safeguarding procedures
- Relevant Dudley Safeguarding Children Board procedures including the Board's requirements for schools found at <http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/>

There are 9 Appendices that form part of this policy and they can be found at the end of the policy.

Role of the Designated Safeguarding Lead

The Designated Safeguarding lead at Peters Hill Primary School is Simon Duncan

- DSL is a senior member of staff and has lead responsibility for child protection and safeguarding of all pupils
- Refer cases of suspected abuse to the local authority children's social care as required
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required
- Liaise and act as a source of support, advice and expertise for all staff
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Have a solid understanding of new and current safeguarding themes and regularly train staff
- Undertake Prevent awareness training.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- Raise safeguarding awareness within your setting and wider community
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Please refer to KCSiE 2018 Annex B in regards to specific responsibilities

The Governing body

It is the responsibility of governing bodies to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times.

The statutory guidance, Keeping Children Safe in Education 2018 places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter- agency procedures.



Safeguarding is on the agenda at every full governing body meeting. This forms part of the Head teachers report to governors.

Early Help

The Local Authority Early Help Strategy guidance and thresholds link:

<http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families/>

Thresholds Framework – Accessing Services for Children in Dudley

Level 1 - Universal Services	Level 2 - Additional Support Single Agency, Early help	Level 3 - Complex Needs Multi Agency , Early Help	Level 4 - Acute Statutory/Specialist Intervention	
<p>Universal Provision E.g. Services Such as Schools and Youth Clubs.</p>	<p>Early help requires a multiagency response to avoid Social Care Intervention</p>		<p>Child In Need requiring intervention under Section 17 CA 1989</p>	<p>Section 47 Child Protection Child at risk of significant harm, Section 47 CA1989</p>
<p>Universal Services means that every child can access this provision. Staff and volunteers can work with the child to find the solution to a problem that has arisen. The agency/organisation may wish to contact another agency including the local family centre for information, advice and guidance.</p>	<p>If Early Help intervention is required an Early Help Assessment form, with consent of the child/parents needs to be completed. This should be filled in providing as much information as possible and then contact, via email, the Family Centre in the locality where the child lives. You will be asked to attend an Allocation Partnership Meeting,. You will stay involved and may be asked to be the Lead Professional.</p> <p>Family Centre Email address: Telephone No.</p> <p>F.s.brierleyhill@dudley.gov.uk 01384 813322</p> <p>F.s.dudleycentral@dudley.gov.uk 01384 812440</p> <p>F.s.dudleynorth@dudley.gov.uk 01384 813096</p> <p>F.s.halesowen@dudley.gov.uk 01384 813954</p> <p>F.s.stourbridge@dudley.gov.uk 01384 818780</p>		<p>If you are worried about a child you can telephone the MASH Team for advice and consultation on 0300 555 0050 9am - 5pm OR 0300 555 8574 after 5pm/weekends and Bank Holidays.</p> <p>You are worried that a Child needs a statutory social care assessment. If so complete a Multi Agency Referral Form (MARF) and email children's. Child/Parental consent is required.</p> <p>In circumstances a Child has committed an offence the child will need to be referred to Youth Offending Services number and email</p> <p>If the concern involves anyone working with children contact the LADO Officer</p> <p>If the concerns relate to CSE refer to the CSE Pathway</p>	
 <p>Dudley Safeguarding <small>protecting children, young people and adults at risk</small></p>			 <p>Children and young people's alliance</p>	

1. Introduction

Peters Hill Primary recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children.

The school's duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports many other policies (including our Staff Code of Conduct, Whistleblowing Policy, Mobile Phone Policy, Risk Assessment Policy, Complaints Policy, Rewards, Behaviour and Sanctions Policy, Anti-Bullying Policy (which includes a section on Sexual Violence and Sexual Harassment), Special Educational Needs and Disabilities Policy, Educational Visits Policy, First Aid Policy, Health and Safety Policy, Sex and Relationships Policy, Images Policy, Equal Opportunities in Education and Use of School Computers and Internet Access and adheres to the statutory guidance Keeping Children Safe in Education issued by the Department of Education and updated September 2018. It is accepted that when undertaking development or planning of any kind the school will consider safeguarding matters as part of this process. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications the Teachers' Standards 2012, 'Working Together to Safeguard

Children' 2018 and 'Keeping Children Safe in Education' September 2018 and in accordance with the Prevent duty guidance (March 2015 and revised July 2015). Please note that the School's Radicalisation and Extremism Self Risk Assessment is available in the Staff Handbook or can be requested from the DSL or in the Red Safeguarding Folder on Sharepoint.

Our policy applies to all staff, part time and full time, permanent or temporary, governors and volunteers working in Peters Hill Primary School, hereafter referred to as the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children;
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe;
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting pupils who have been identified as in need of early help or at risk of harm in accordance with his/her agreed Child Protection, Child in Need or Early Help plan;
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to identify concerns early and to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel safe, secure, valued and respected and encouraged to talk, believing they will be listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the curriculum, specifically through PSHCE, Computing and IT 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.
- We seek to ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect children from harm. To this end we will ensure:
 - there are systems in place for children to express their views and give feedback e.g.
 - through school/class councils, safety questionnaires, participation in anti-bullying and e-safety events;
 - that the child's thoughts/wishes and feelings are sought and recorded on all referrals.

2. Procedures

We will follow the procedures set out by the Dudley Safeguarding Childrens Board take account of guidance issued by the Department for Education (DfE).

The school will:

- Ensure it has a Senior Leader nominated as a Designated Safeguarding Lead (DSL) who will undertake regular, appropriate training and support for this role – currently Simon Duncan.
- Ensure that there is a designated member of staff with responsibility for safeguarding children within the Foundation Stage (EYFS) – currently Tracy Curnin.
- Ensure it has a member of staff who will act in the absence of the DSL: Tracy Curnin and Hayley Owen
- Ensure it has a nominated governor who will take leadership responsibility for the school's safeguarding arrangements; Mel Gilhooley;
 - Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL and any deputies and understands their role;
 - Ensure that the DSL and/or a deputy DSL is always available to speak to during school hours and has made adequate and appropriate cover arrangements for any out of hours/out of term time activities;
 - Ensure all staff and volunteers are alert to the potential need for early help and aware of those children whose vulnerabilities may indicate a greater need and are aware of the role they may play in supporting other agencies and professionals in an early help assessment;
 - Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and neglect, including the specific issues of Female Genital Mutilation (FGM), child sexual exploitation (CSE), children missing education (CME) and Radicalisation and Extremism (Prevent) and Sexual Violence & Sexual Harassment, and maintain an attitude of "it could happen here". All staff must always act in the best interest of the child;
 - Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL or other members of the senior leadership team in a timely manner and are aware that they may raise concerns directly with Children's Social Care Services if they believe their concerns have not been listened to or acted upon.
 - The School will report immediately to Children's Social Care Services any children who have suffered or are likely to suffer significant harm. The School will work with external agencies in-line with procedures set out by the Dudley Safeguarding Children Board (DSCB) and take account of guidance issued by the Department of Education (DfE) to support children who are in need of additional support. The School will act to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not at immediate risk.
 - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations and publishing the policy on the school's website;
 - Notify Dudley Children's Services MASH team if there is an unexplained absence on day 1 of a pupil who is subject to a child protection plan;
 - Operate a lettings policy which ensures the suitability of adults working with children on school sites at any time; ensure that community users organising activities for children are aware of, and understand the need for compliance with, the school's child protection guidelines and procedures;
 - Develop effective links with relevant agencies and co-operate as required with their enquiries
 - regarding safeguarding matters including attendance at strategy meetings, initial case conference, core groups and child in need review meetings;
 - Ensure that the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice;
 - Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice and are aware of whistleblowing procedures and helplines;
 - Be aware of and follow procedures set out by the Department for Education, Children's Services and the DSCB where an allegation of abuse is made against a member of staff or volunteer, including making a referral to the Local Authority Designated Officer (LADO).
 - Ensure that a referral is made to DBS and/or Teacher Regulation Agency if a person in regulated activity has been dismissed or suspended or removed from regulated activity

where the harm criteria is met, due to safeguarding concerns, or would have been had they not resigned. Such referrals will always be given priority and will be done promptly and made within at least one month of the person leaving our employment;

- Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training;
- Ensure that the appropriate training in Safeguarding is provided to the Governing Body and all members of staff within school.
- Ensure that the Governing Body undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged in accordance with current legislation.

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

3. Training

When staff and volunteers join Peters Hill they will be informed of the safeguarding children arrangements in place. This policy will be referred to and they will be told who the DSL and Deputy DSLs are what this role includes.

Staff are required to read the staff handbook which includes copies of this Policy including its Appendices and the school's safeguarding response to children who go missing from education, the Rewards, Behaviour and Sanctions policy, the current Keeping Children Safe in Education Part 1 (and Annex A for school leaders and those who work directly with children), the School Staff Code of Conduct which includes the Guidance for Safer Working Practice.

All staff, volunteers and Governors will receive induction in Safeguarding Children. The induction programme will include basic safeguarding information (including the Prevent initiative) relating to signs and symptoms of abuse, how to manage a disclosure from a child and when and how to record a concern about the welfare of a child, advice on safe working practice, the school's Safeguarding Children's Policy, the Staff Code of Conduct Policy, the identity of the DSL and a copy of Part 1 (including Annex A) of Keeping Children Safe in Education 2018.

All volunteers, supply staff and regular visitors to the school will be told where the policy is kept and given the name of the DSL and deputies and informed of the school's procedures in reporting concerns. A leaflet summarising the key issues for volunteers and regular visitors will also be available in the school's Reception and handed to all visitors.

All staff will receive training in child protection and safe working practice, updated at least annually, in line with DSCB training strategy. Training will include signs and symptoms of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM, Prevent, on-line safety and peer on peer abuse, including sexting and sexual violence and sexual harassment and county lines, gangs and drugs. Training will also include how to record and report abuse both within school using the CPOMs system and to Children's social care through MASH.

In addition, staff will receive safeguarding and child protection updates from the DSL as required, but at least annually. Staff will receive regular safeguarding bulletins by email and attend regular updates regarding specific safeguarding areas throughout the year.

Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibility, updated every two years. In addition to formal training the DSL and deputies will update their knowledge and skills via DSCB

newsletters, briefings, network meetings and seminars, at regular intervals, at least annually.

DSLs will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation (WRAP Training), Sexual Violence and Sexual Harassment, Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff on a regular basis.

4. Responsibilities

The Governing Body has nominated a member to take leadership responsibility for safeguarding children, Mel Gilhooley, who will liaise with the DSL in matters relating to safeguarding.

The Governing Body and DSL will ensure that:

- The DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
- The DSL and Deputy DSL role is explicit in the role holders' job descriptions;
- Safeguarding policies and procedures are in place, available to parents on the school website or by other means and reviewed annually;
- Safeguarding responses are put in place in cases where children go missing from education;
- Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (including Annex A) of Keeping Children Safe in Education;
- Termly reports on the effectiveness of the school's safeguarding procedures are presented to the governing body and submitted to DSCB, if requested to meet section 175 Local Authority requirements;
- Any returns requested by the LA/DSCB (e.g. s175 audit, CSE audit) are completed in a timely manner to enable the DSCB to meet its statutory duties;
- Any weaknesses brought to its attention relating to safeguarding are remedied without delay.
- It complies with all legislative duties, including the duty to report suspected or known cases of FGM and the duty to prevent young children from being drawn into terrorism.

The Head will ensure that:

- The Safeguarding policies and procedures are fully implemented and followed by all staff;
- Sufficient funding, support, time and resources are allocated to enable the DSL and other staff to discharge their responsibilities with regard to child protection;
- All staff feel able to raise concerns about poor or unsafe practice and that these are handled sensitively and in accordance with the whistleblowing procedures;
- All allegations of abuse against staff are reported to the LADO in a timely manner.

The DSL will co-ordinate action on safeguarding and promoting the welfare of children within the school setting. The DSL is responsible for:

- Organising child protection induction training for all newly appointed staff, volunteers and Governors and whole staff training, refreshed at least annually with annual updates as required;
- Providing a mechanism to ensure that all staff understand and are able to discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education;
- Undertaking, in conjunction with the Safeguarding Governor, an annual audit of safeguarding procedures, using the s175 audit or similar;

- Making use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Children’s Social Care intervention is met. Informal advice on borderline cases and as required will be sought from an adviser at the MASH;
- Referring a child to the MASH when there are concerns about possible abuse and neglect. The DSL will contact the Police in the case of serious harm;
- Referring a child to the Channel Panel promptly when there are concerns about possible radicalisation or involvement in extremist groups;
- Liaising with the other DSLs to ensure that they are informed of all child protection issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Liaising with other staff (for example pastoral support staff, school nurses or counsellors, IT technicians, Site team) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately. Note staff must only view parts of a child’s body which are normally visible;
- Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked/password protected locations;
- Ensuring that all child protection files are transferred in a safe and timely manner when a child moves settings, both between and across phases, within and out of county and that a receipt of transfer is obtained;
- Notifying the key worker if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan;
- Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in-line with the Schools’ Missing Child Policies;
- Developing effective links with relevant agencies and other professionals and co-operate as required with their enquiries regarding safeguarding matters including co-operation with serious case reviews, attendance at strategy meetings, initial and review child protection conferences, core group and child in need review meetings;
- Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible;
- Co-ordinating a programme of safety, health and well-being through the curriculum, including issues of protective behaviours, healthy relationships, staying safe on-line, and the active promotion of fundamental of British Values.
- Act as a source of support, advice and expertise for all staff.

5. Procedures for Managing Concerns

Teachers and other staff in schools are in a unique position to observe children’s behaviour over time and often develop close and trusting relationships with pupils. If a child discloses directly to a member of staff, the following advice to staff will be followed:

- Listen carefully to what is said.
- Do not promise confidentiality.
- Ask only open questions such as: ‘Could you tell me what happened?’
 - ‘Please explain what you mean when you say....?’
 - ‘Can you describe the person? or Can you describe the place?’

- Do not ask questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, e.g. 'Did your Dad hit you?'
- Do not force the child to repeat what he/she said in front of another person.

Do not begin an investigation – for example by asking the child to record what happened in writing or taking a photograph of any injuries.

Our school adheres to child protection procedures that have been agreed locally through the Dudley Safeguarding Children Board (DSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the Dudley Thresholds Levels of Need Guidance.

Every member of staff, including volunteers working with children at our school, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. 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 should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

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

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

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 designated lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of the Senior Leadership Team that is on duty or Children's Social Care.

All concerns about a child or young person should be reported without delay and a record should be made as soon after the disclosure as possible, using the child's words as far as possible, and on the school CPOMs recording system. This can be accessed via the link on the RM Unify Log On screen – all staff have access to this system.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services MASH (Multi Agency Safeguarding Hub) Workers as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals will be made in line with local procedures detailed on the Dudley Safeguarding Children Boards website.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services MASH team 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 DSL and/or Deputy DSLs. Concerns should always lead to help for the child.

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 designated senior person, their deputy and the Head are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Head, Safeguarding Governor 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. Specific Safeguarding Issues

6.1 Children Missing Education (CME)

We recognise that a child going missing from education is a potential indicator of abuse or neglect.

Our procedures for dealing with children that go missing from education are based on the Local Authority and Dudley 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.

We will ensure that we follow these procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will ensure that we report children missing education to the LA CME officer, in-line with statutory requirements.

Our Attendance Policy states the procedures to follow when a child doesn't attend the school. If further information is required in relation to Local Authority CME procedures then the school should contact eis.cs@dudley.gov.uk

For missing concerns relating to CSE, also contact: Nicki.Burrows@dudley.gov.uk

Where there is concern for a child's welfare, this should be referred via a MARF to children's social care (CSC)

If there is reason to suspect a crime has been committed, ring the police

Where there is a concern that a child's safety or well-being is at risk, take action without delay

6.2 Child Sexual Exploitation (CSE) – see Appendix 3

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

(a) in exchange for something the victim needs or wants, and/or
(b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.

Definition and Guide for Practitioners/Annexes Guidance from DfE February 2017

We recognise that CSE is a form of child sexual abuse involving criminal behaviours against children and young people which can have a long-lasting adverse impact on a child's physical and emotional health. Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. It may also be linked to child trafficking.

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

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

All referrals for CSE should be made via the Multi Agency Referral Form (MARF) to MASH. The CSE Screening Tool/Toolkit should also be completed along with the CSE Risk Assessment Tool. A **West Midlands Police Information Report (PIR) –MUST BE SUBMITTED WITH THE MARF AND SCREENING TOOL**

The Local Authority CSE Co-ordinator is Nicki Burrows. Nicki is contacted through CSE.Team@dudley.gov.uk

6.3 Child Criminal Exploitation – County Lines – Child trafficking

This is where children and young people are being exploited and drawn into drug related activity by criminal gangs, groups or individuals. Typically, the gang exploits young or vulnerable people to store and/or supply drugs, move cash and to secure the use of homes belonging to vulnerable adults. There is a crossover between CSE and County Lines and young people are sometimes required to offer sex in order to pay off perceived debts.

County Lines is "the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines".

Child Trafficking is defined as the 'recruitment, transportation, transfer, harbouring or receipt' of a child for the purpose of exploitation.

Concerns about young people being possibly involved should be passed to the DSL who will refer to the Police and MASH.

6.4 Domestic Abuse – see Appendix 4

Any incident or pattern of incidents of controlling, coercive or 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.

This can encompass, but is not limited to, the following types of abuse:

psychological

physical

sexual

financial

emotional

Controlling behaviour is:

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

Coercive behaviour is:

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

This definition includes so called 'Honour Based Abuse', Female Genital Mutilation (FGM) and Forced Marriage, and is clear that victims are not confined to one gender or ethnic group – see Appendix 5.

We recognise that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home life.

We will ensure that our pupils are educated to ensure they understand what a healthy relationship looks like.

All concerns regarding Domestic Abuse will be reported to the DSL, who will ensure that appropriate support is available to the young person and make referrals to the MASH where the threshold for social care intervention is met.

6.5 Extremism Radicalisation – see Appendix 8

Peters Hill Primary School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement

in society.

3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Peters Hill Primary School is Simon Duncan. The roles and responsibilities of the SPOC are outlined below.

Indicators of Vulnerability to Radicalisation –

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by

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

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

We recognise that children are vulnerable to extremist ideology and radicalisation. We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Dudley Safeguarding Children Procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- We will use relevant information, tools and resources to help our staff and parents to recognise and address extremism and radicalisation in young people, for example the [Educate Against Hate website](#).

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;

Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from

radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism;

Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;

Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;

Collating relevant information from/ in relation to referrals of vulnerable pupils into the Channel** process;

attending Channel** meetings as necessary and carrying out any actions as agreed;

Reporting progress on actions to the Channel** Co-ordinator; and

Sharing any relevant additional information in a timely manner.

** Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Dudley Prevent Education Officer - MARK WILSON mark.wilson@dudley.gov.uk

Dudley Prevent Co-ordinator - JOHN HODT john.hodt@dudley.gov.uk

6.6 'Honour Based' Violence and Female Genital Mutilation (FGM) – Appendix 6

We recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency 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 (persons employed or engaged to carry out teaching work). Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following HomeOffice guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

6.7 Modern Slavery

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

6.8 Peer on peer abuse (including sexual violence and sexual harassment):

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm: sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same Dudley Safeguarding Children Procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse, must not pass it off as 'banter', just having a laugh' or 'part of growing up'.

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

Staff should be aware that such incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. Staff, and particularly the DSL, should always consider the context in which such incidents and/or behaviours occur.

Where the abuse is physical, verbal, bullying or cyber-bullying, recording of such incidents and sanctions will be applied in line with our Behaviour and Anti-Bullying policies. It should be noted in accordance with our Anti-Bullying Policy the School will not tolerate the use of the term 'banter' to in any way excuse what it deems to be inappropriate references to any person or persons. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the Dudley Safeguarding Children procedures website and seek advice from the MASH before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents. All such incidents will be recorded using our child protection recording system CPOMs.

Reports of incidents of sexual violence or sexual harassment will be responded to in line with Part

5 of Keeping Children Safe in Education 2018 and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges'.

Support for the victims of abuse will be in line with support outlined in the school's Behaviour and Anti-Bullying policies. For victims of sexual abuse, the school should follow advice given by Children's Social Care and consider using external agencies, such as Early Help to support any strategies that they may be able to provide within school.

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

7. Racist Incidents

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school as part of our tracking and recording of behaviour through 'behaviour incident forms'. These forms should be completed and handed to the Head teacher (or member of the senior leadership team) after any incident.

8. Anti-Bullying

To allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, racist, homophobic and gender related bullying, will be dealt with in accordance with the school's Anti-Bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in school.

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

9. E-Safety

- The DSL understands the unique risks associated with online safety and has the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- The DSL is able to recognise the additional risks that children with SEN and disabilities face online, for example from online bullying, grooming and radicalisation and has the capability to support SEND children to stay safe online.
- All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.
- The Acceptable Use Policy recognises that Internet safety is a whole school responsibility, involving staff, pupils, governors and parents.
- Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the Internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- The school therefore recognises its responsibility to educate its pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the Internet and related technologies. These issues are addressed within the curriculum, in the PSHCE programme and in assemblies. Parents will also be invited to attend talks on e-safety.
- We will ensure that filters are in place to prevent access to unsuitable sites and we will monitor the use of the school network and internet to ensure that any pupil or staff member attempting to access inappropriate, abusive or harmful material is appropriately advised and/or supported. Peters Hill Primary

School uses the 'ESafe' monitoring tool that send immediate notifications to the DSL of any inappropriate use of technology.

10. Supporting Children

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame.
- We acknowledge that school may be the only stable, secure and predictable element in the lives of children who have been abused or who are at risk of harm.
- We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.
- There is a learning mentor and a pastoral mentor that are based in the school nurture room and support sessions are organised for pupils as required.
- The school will endeavour to support all children by:
 - Encouraging self-esteem and self-assertiveness through the curriculum specifically through PSHCE and Computing and IT, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
 - The school ethos which promotes a positive, supportive and secure environment giving pupils a sense of being valued;
 - A consistently applied Behaviour Policy that is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
 - Liaison with other agencies that support the pupil such as Children's Services, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service and those agencies involved in the safeguarding of children;
 - The use of Early Help Services, when appropriate;
 - Notifying Children's Social Care Services immediately there is a significant concern.
 - Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new setting.

11. Looked after Children and previously looked after children

The school will ensure that staff have the necessary skills and understanding to keep any looked after children safe. The most common reason for children becoming looked after is a result of abuse or neglect. The school will ensure that appropriate staff have necessary skills, knowledge and understanding to keep looked after children safe. Appropriate staff will have the information about a looked after child's legal status and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements, including the level of authority delegated to the carer by the authority looking after the child. There will be a designated teacher assigned for overseeing the care of any such child and this teacher (Stephen Porter) and the DSL will have details of the child's social worker and the name and contact details of the Local Authority's Virtual Head for children in care and previously looked after children.

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

We will ensure that our designated teacher for looked after children and previously looked after children, will have has the appropriate training and the relevant qualifications and experience of working with this group of children.

The DSL will obtain details of the local authority Personal Adviser appointed to guide and support each care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

12. Special Educational Needs and Disability (SEND)

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by behaviours such as things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We will always consider extra pastoral support for children with SEND to address these additional challenges. The school Special Educational Needs Co-ordinator (SENCO) is Stephen Porter.

13. Positive Physical Intervention/Use of reasonable force

- The school's policy on positive handling acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.
- The school acknowledges that when applying reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, it is important to recognise their additional vulnerability and make every effort to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- The school understands that physical intervention of a nature that causes injury or distress to a child may be considered under safeguarding children or disciplinary procedures.
- Staff that are likely to need to use physical intervention will be appropriately trained in accordance with the Team Teach technique, or equivalent.
- A record of all incidents of physical intervention that occur in the School will be maintained by the DSL.
- The school recognises that touch is appropriate in the context of working with children and all staff are given 'safe working practice guidance' to ensure that they are clear about their professional boundaries.
- The school recognises that the adoption of a 'no contact' policy could leave staff unable to fully support and protect pupils.

14. Record Keeping

- Any member of staff receiving a disclosure of abuse from a child or noticing signs or symptoms of possible abuse, should make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words as far as possible. All notes should be entered on to the school CPOMs system and tagged to the DSL and Deputy DSLs at the same time.
- All records of a child protection nature should be passed to the relevant DSL including case conference minutes, child protection plans and written records of any concerns. Child protection records are kept securely under lock and key, with only DSLs having access to them. All records should be kept on the school Child Protection Online Management System (CPOMs).
- Any referrals made to other agencies, including referrals to Children's Social Care, will be copied prior to sending and stored in the child's child protection file on CPOMs.
- The DSL will maintain and regularly audit the school's child protection records and ensure that each stand-alone file includes a chronology of significant events and that information and contact details are accurate and up-to-date. All chronologies will be kept on the schools

CPOMs system. The DSL will transfer the child protection record in a safe and timely manner when a child moves school, ensuring receipt of transfer is obtained.

15. Information Sharing and Confidentiality

- Information sharing is vital in identifying and tackling all forms of abuse.
- All personal information will be processed fairly and lawfully in line with our duties under the Data Protection Act 2018 and GDPR and will be held safely and securely. However, we recognise that this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- We recognise that all matters relating to Child Protection are confidential.
- The DSL or Deputy DSL will disclose any information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets that might compromise a child's safety or well-being.
- When a child about whom concerns have been raised and recorded leaves the school, the DSL will consider if it would be appropriate to share information with the new school in advance of the child leaving to ensure that support is in place for when the child arrives.

16. Communication with Parents

- We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.
- We will always undertake appropriate discussion with parents prior to involvement of another agency **unless to do so might place the child or an adult at further risk of harm or would impede a criminal investigation.**
- We will ensure that parents have an understanding of the responsibilities placed on the school and staff to safeguard children and their duty to co-operate with other agencies in this respect.

17. Supporting Staff and Supervision of Staff

- We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the relevant DSL and to seek further support such as counselling or regular supervision, as appropriate.
- We will enable supervision for the DSL through network meetings, direct consultation with the Safeguarding in Education LA Lead Advisor (Rebecca Jessup), Safeguarding Governor or advanced social work practitioners in order to promote best practice and challenge unsatisfactory or poor practice.
- In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with children, they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

18. Safer Recruitment and Selection of Staff

Peters Hill Primary School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Peters Hill Primary School will follow the 'Safer Recruitment' processes for all appointments, which will include the following;

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;

Our statement of Commitment

“Peters Hill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.”

- The school has a written recruitment policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.
- The recruitment process is robust in seeking to establish the commitment of candidates to support the school’s measures to safeguard children and to deter, identify, reject or identify people who might pose a risk of harm to children or are otherwise unsuited to work with them.
- All interview panels contain one member who has been trained in safer recruitment.
- References are requested and scrutinised for all candidates prior to interview and any discrepancies or concerns are raised and discussed during interview, including for any volunteers and internal candidates. References are always requested directly from the referee and verified as being from a senior person with appropriate authority; electronic references are checked to ensure they originate from a legitimate source. Where specific questions have not been answered satisfactorily or insufficient information is provided, the referee will be contacted directly for further clarification. Where references are not forthcoming, despite reminders, the candidate will be asked to provide an alternative referee.
- All staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, a satisfactory barred list check, and an enhanced DBS check and a right to work in the UK.
- All teachers working within our school have been checked using the [Teacher Services website](#) to ensure they have been awarded QTS, they have completed their teacher induction and that there are no prohibitions, sanctions or restrictions in place that might prevent them from taking part in certain activities or working in specific positions, e.g. management posts. If an application shows that an adult has worked or lived abroad then all overseas checks are completed including the EEA check.
- The school seeks written assurance from supply and third-party agencies, alternative providers, initial teacher training providers and contractors that they have undertaken all appropriate checks on any of their staff that work with or have regular contact with our pupils.
- All staff who are employed to and/or provide early years childcare to children of younger years (up to the 1 September following the child’s fifth birthday) or who outside of normal school hours at the school, provide childcare to children above this age but under the age of eight years are required to complete a self-declaration form in compliance with The Childcare Act 2006 and supporting the Disqualification under the Childcare Act 2009, updated August 2018. This includes those that are directly concerned in the management of such provision.
- An Enhanced DBS check without barred list check is undertaken for all School Governors and they have been checked to ensure that they are not disqualified from holding office under a section 128 direction. This applies to all staffing management positions in school.
- The school maintains a single central record of recruitment checks for audit purposes and this is checked and updated regularly and records all the recruitment checks undertaken by the school.
- Any member of staff working in regulated activity prior to verification by Peters Hill of their satisfactory DBS Certificate will not be left unsupervised and will be subject to a risk assessment.
- Volunteers who are not working in regulated activity, will be supervised at all times. A risk assessment will be undertaken to help decide whether or not an enhanced DBS check, without barred list check, is required.

19. Allegations against staff

We acknowledge that a pupil may make an allegation against members of staff or volunteers. If such an allegation is made, which meets the criteria as identified in Part 4 of Keeping Children Safe in Education, the member of staff receiving the allegation will immediately inform the Head

teacher. If an allegation is made against the Head teacher this must be immediately reported to the Chair of Governors and this can be done without informing the Head against whom the allegation is being made. If an allegation is made against a Governor, including the Governor with responsibility for Safeguarding, then this should be immediately reported directly to Simon Duncan, and he will liaise with the Local Authority Designated Officer. All unnecessary delays to the process should be eradicated and the LADO will be contacted within one working day of all allegations that come to the school's attention or that are made directly to the police.

In all cases of an allegation being made, and prior to undertaking any investigation, the school will immediately contact the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police.

Discussions will be recorded in writing, and communication with both the individual and the parents of the child/children agreed. The school will consult Dudley Safeguarding Children Board procedures for managing allegations against staff and due weight to the views of the LADO and the Policy will be taken when making a decision about suspension and all action to be taken.

In borderline cases informal discussions with the LADO may take place to seek advice on how to proceed.

The Disclosure and Barring Service will be informed of any person whose services are no longer used because he/she is considered unsuitable to work with children. Ceasing to use a person's services includes: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports will include as much evidence about the circumstances of the case as possible. Compromise Agreements or Settlement Agreements cannot apply in this connection, or where the individual refuses to co-operate with an investigation.

When a report is made to the Disclosure and Barring Service about a teacher then The Teaching and Regulation Agency will also be contacted and this includes where a teacher has been dismissed or would have been dismissed had he/she not resigned.

Peters Hill Primary School will make every effort to maintain confidentiality and guard against unwanted publicity. In the event of an allegation made against a member of staff, the school is aware of its legal obligations to do its utmost to protect the anonymity of the member of staff during the investigative stage. This legislation is to protect staff in the event that an allegation is found to be unfounded or malicious.

Local Authority Designated Officer (DO) for allegations against staff:

Yvonne Nelson Brown

Tel – 01384 813110

Referral email – allegations@dudley.gcsx

20. Abuse of Position of Trust

- We recognise that as adults working in the school we are in a relationship of trust with the pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation.
- We recognise that the legislation is intended to protect young people in education who are over the age of consent but under 18 years of age.

21. Whistleblowing

- The school has a Confidential Reporting (Whistleblowing Policy) that staff should refer to. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Thus, all staff should be aware of their duty to raise concerns about the attitude or actions of others. Any member of staff may make a referral to external agencies. Staff should report concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Such concerns can be raised directly with the Head, Deputy DSLs, Business Lead or Chair of Governors.
- Whistleblowing concerns about any Head should be immediately reported to the Chair of Governors directly.
- Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the NSPCC whistleblowing helpline – 0800 028 0285.

22. Complaints or Concerns expressed by Pupils, Parents, Staff or Volunteers

- We recognise that listening to children is an important and essential part of safeguarding them from against abuse and neglect. To this end any expression of dissatisfaction or disquiet in relation to an individual child will be listened to and acted upon in order to safeguard his/her welfare.
- We will also seek to ensure that the child or adult who makes a complaint is informed not only about the action the school will take but also be given an indication of the length of time that will be required to resolve the complaint. The school will also endeavour to keep the child or adult regularly informed as to the progress of his/her complaint. The school's Complaints Policy is readily available on the school website.

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

- The welfare and protection of children is paramount and consideration should always be given to whether the use of photography will place children at risk. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the Internet, particularly social networking sites.
- For this reason consent is always sought when photographing children using any means and including iPads, smart phones or cameras and additional consideration given to photographing vulnerable children, particularly Looked After Children or those known to be fleeing domestic violence. Consent must be sought from those with parental responsibility (this may include the Local Authority in the case of Looked After Children).
- Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.
- Please also note guidance regarding use of mobile phones and other electronic devices for EYFS is detailed in section 32 below and in the relative Mobile Phone Policies available on the staff handbook.
- The safe and appropriate taking, using and storage of images in outlined in the school's Images Policy that follows guidance from Dudley Safeguarding Children Board.

24. Staff/Pupil Relationships

- Further guidance for staff is given in the Staff Code of Conduct, which should be read in conjunction with this Safeguarding policy.
- The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

25. Health and Safety

- The School's Health and Safety Policy reflects the consideration we give to the safeguarding of our children both within the school environment and when away from school, for example when undertaking school trips and visits.
- Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

26. Safe Environment

- The school undertakes appropriate risk assessments and checks in respect of all equipment and of the building and grounds in line with local and national guidance and regulations concerning health and safety. These are reported to the governing body on a termly basis.
- The school has security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.
- Visitors to the school, for example visiting speakers, theatre groups or curriculum specialists, will be appropriately checked and vetted, to ensure they are not linked to extremist groups or promoting extremist or other harmful material.

27. Private Fostering Arrangements

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

Dudley MBC Private Fostering Contact - Angela.Marsh@dudley.gov.uk

28. Staff Obligations

- All staff, and this includes full time, part time, temporary and permanent members of staff, including volunteers must adhere to the School's Code of Conduct Policy and a copy of this Policy is available in the Red Safeguarding Folder on the school sharepoint area. The Code of Conduct Policy provides details about obligations of staff for keeping the School informed of reasons why they should not work with children.
- Staff should be mindful of the need to consider safeguarding arrangements where children are engaged in close one to one teaching, particularly in performing arts and sports activities. Specific guidance can be provided on a case-by-case basis by consulting with the DSL or Deputy DSLs as required.

29. Challenge and Escalation

- We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children. As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are

implemented are not safeguarding the child and promoting their welfare.

- We are aware of the [Dudley Safeguarding Children Board \(DSCB\) escalation procedures](#) for raising concerns in respect of poor practice and our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

30. Monitoring and Evaluation

Our Safeguarding Children policy and procedures will be monitored and evaluated by:

- Completion and return to the LA/DSCB of the annual safeguarding audit;
- The DSL and Deputy DSLs meet on a regular basis to discuss and review any safeguarding concerns.
- The DSLs across Stour Valley schools discuss and share best practice;
- Consultations with the pupils;
- Discussions with pupils and staff;
- Scrutiny of data and risk assessments;
- Scrutiny of the school's single central record of recruitment checks;
- Monitoring of logs of bullying/racist/behaviour incidents/records;
- Scrutiny of Governing Body minutes;
- Supervision of staff involved in child protection which includes the DSL providing the Governor with responsibility for Safeguarding with regular updates as required and termly reports to the governing body;
- Case studies/reviews undertaken by the DSL.

31. Early Years Foundation Stage

- Staff working within the EYFS must not use mobile phones or cameras whilst they are working with the children, except in the case of an emergency.
- More detailed direction regarding use of mobile phones within the EYFS setting can be found in the respective Mobile Phone Policy.

32. Sexting – Appendix 7

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

33. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

APPENDIX 1

Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be (Designated Safeguarding Lead) and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Use CPOMS to officially report concerns. All staff receive regular training on CPOMS and guidance is in red folders. If CPOMS is not available, red and yellow reporting forms are in the red folders.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Designated Safeguarding Lead or the Headteacher.

Complete the CPOMS incident form and alert the DSL's. Check at regular intervals that this has been seen. DO NOT assume your concern has been seen/actioned. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Headteacher.

APPENDIX 2

Recognition and Identification of Abuse

Definition taken from 'Working Together to Safeguard Children' 2018, Appendix A

What is abuse?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children.

Indicators of Abuse

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

EMOTIONAL ABUSE

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

Emotional abuse is difficult to:

- define
- identify/recognise
- prove.

Emotional abuse is chronic and cumulative and has a long-term impact. Indicators may include:

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

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

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision (including the use of inadequate care-givers) or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Neglect can often fit into six forms which are:

- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs
- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger (*Source: Horwath, J (2007): Child neglect: identification and assessment: Palgrave Macmillan*)

Common Concerns:

With regard to the child, some of the regular concerns are:

- The child's development in all areas including educational attainment
- Cleanliness
- Health
- Children left at home alone and accidents related to this
- Taking on unreasonable care for others
- Young carers

Neglect can often be an indicator of further maltreatment and is often identified as an issue in serious case reviews as being present in the lead up to the death of the child or young person. It is important to recognise that the most frequent issues and concerns regarding the family in relation to neglect relate to parental capability. This can be a consequence of:

- Poor health, including mental health or mental illness
- Disability, including learning difficulties
- Substance misuse and addiction
- Domestic violence

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

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

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

Here are some signs of possible neglect:

Physical signs:

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

Behavioural signs:

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

PHYSICAL ABUSE

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

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

Staff must be alert to:

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

Physical signs can include the following, but this is not an exhaustive list:

- Bald patches
- Bruises, black eyes and broken skin and/or bones
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
 - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;
 - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:
 - Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
 - Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.
- Other injuries:
 - Bite marks may be evident from an impression of teeth
 - Small circular burns on the skin suggest cigarette burns
 - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
 - Red lines occur with ligature injuries
 - Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
 - Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
 - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
 - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

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

SEXUAL ABUSE

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

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

Characteristics of child sexual abuse:

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

In young children behavioural changes may include:

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

In older children behavioural changes may include:

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

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

Physical signs and symptoms for any age child could be:

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

Sexual Abuse by Young People

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

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

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

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

With any situation involving potential abuse by a young person the DSL will always seek guidance on the matter from the Worcestershire Children’s Family Front Door. The DSL will also follow the guidance in West Midlands Child Protection Safeguarding Children Procedures in particular section 2.18 ‘sexually active children and young people (including under-age sexual activity)’ and section 3.3 ‘Children who abuse others’.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

- Consent – agreement including all the following:
 - Understanding that is based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

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

APPENDIX 3

Child Sexual Exploitation (CSE)

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

‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’ (DfE – February 2017)

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

Who is at risk?

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

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

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

WARNING SIGNS AND VULNERABILITIES CHECKLIST *(From The Office of the Children’s Commissioner (2012) Interim Report– Inquiry into Child Sexual Exploitation in Groups and Gangs)*

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

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

- Low self-esteem or self-confidence
- Young carer

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

- Missing from home or care
- Physical injuries
- Drug or alcohol misuse
- Involvement in offending
- Repeat sexually-transmitted infections, pregnancy and terminations
- Absent from school
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites
- Estranged from their family
- Receipt of gifts from unknown sources
- Recruiting others into exploitative situations
- Poor mental health
- Self-harm
- Thoughts of or attempts at suicide

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

The DSL is the lead person for implementing local guidance in respect of child sexual exploitation. The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the DSCB website:

<http://safeguarding.dudley.gov.uk/child/work-with-children-young-people/education-information/>

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

APPENDIX 4

Effects of domestic abuse on children and young people

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

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

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

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

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

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

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

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

What you might see in school:

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

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

What schools can do

Schools can create an environment which both promotes their belief and commitment that domestic abuse is not acceptable, and that they are willing to discuss and challenge it. For many victims, the school might be the one place that they visit without their abusive partner.

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, NSPCC 0808 800 5000 and ChildLine 0800 11 11; Parentline 0808 800 2222;

Police Domestic Abuse Units 101.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which male power is used to control women. The underlying attitudes which legitimate and perpetuate violence against women should be challenged by schools as part of the whole school ethos.

Schools can support individual children and young people by:

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

- helping them to feel a sense of control in their school lives;
- involving them in decision making;
- helping them to be more assertive;
- respecting them as individuals;
- encouraging involvement in extra-curricular activities.

From The Expect Respect Education Toolkit – Women’s Aid:

Advice for schools on receiving notification of a Domestic Abuse incident – N.B. This section will be updated once details of the Police Encompass Project are known.

Background

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

School action

On receiving this information, the DSL should:

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

Bear in mind

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

Appendix 5

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

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

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

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

Warning signs

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.

There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The justifications

Most cases of forced marriage in the UK involve South Asian families. This is partially a reflection of the fact that there is a large established South Asian population in the UK. It is clear, however, that forced marriage is not a solely South Asian phenomenon — there have been cases involving families from East Asia, the Middle East, Europe and Africa.

Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas, or a British citizen being sent abroad. Parents who force their children to marry often justify it as protecting them, building stronger families and preserving cultural or religious traditions. They may not see it as wrong.

Forced marriage can never be justified on religious grounds: every major faith condemns it and freely given consent is a pre-requisite of Christian, Jewish, Hindu, Muslim and Sikh marriage.

Culture

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

The law

Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

In addition, the Forced Marriage (Civil Protection) Act (2007) makes provision for protecting children, young people and adults from being forced into marriage without their full and free consent through

Forced Marriage Protection Orders. Breaching a Forced Marriage Protection Order is a criminal offence.

The Anti-Social Behaviour, Crime and Policing Act 2014 makes it a criminal offence, with effect from 16 June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the marriage takes place);
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured into it or not).

What to do if a student seeks help

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

What to do if the student is going abroad imminently

The Forced Marriage Unit advises education professionals to gather the following information if at all possible — it will help the unit to locate the student and to repatriate her:

a photocopy of the student's passport for retention — encourage her to keep details of her passport number and the place and date of issue

- as much information as possible about the family (this may need to be gathered discretely)
- full name and date of birth of student under threat
- student's father's name
- any addresses where the student may be staying overseas
- potential spouse's name
- date of the proposed wedding
- the name of the potential spouse's father if known
- addresses of the extended family in the UK and overseas

Specific information

It is also useful to take information that only the student would know, as this may be helpful during any interview at an embassy or British High Commission — in case another person of the same age is produced pretending to be the student.

Professionals should also take details of any travel plans and people likely to accompany the student. Note also the names and addresses of any close relatives remaining in the UK and a safe means to contact the student — a secret mobile telephone, for example, that will function abroad.

Forced marriage: what educators should NOT do

- treat such allegations merely as domestic issues and send the student back to the family home
- ignore what the student has told you or dismiss the need for immediate protection
- approach the student's family or those with influence within the community, without the express consent of the student, as this will alert them to your concern and may place the student in danger
- contact the family in advance of any enquires by the Police, Children's Services or the Forced Marriage Unit, either by telephone or letter
- share information outside child protection information sharing protocols without the express consent of the student
- breach confidentiality except where necessary in order to ensure the student's safety
- attempt to be a mediator

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fm@fco.gov.uk

Website: www.fco.gov.uk/forcedmarriage

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

See also: 'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'

Government Office - November 2008 and Interagency Guidance on Forced Marriage on the DSCB website.

Appendix 6

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

What is FGM?

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

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

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

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

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

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

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

Why is FGM carried out?

It is believed that:

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

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

Within which communities is FGM known to be practised?

According to the Home Office it is estimated that up to 24,000 girls under the age of 15 are at risk of FGM.

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

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

Is FGM harmful?

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

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

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

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

Is it illegal?

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

The act makes it illegal to:

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

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

Signs, symptoms and indicators

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

Things that may point to FGM happening:

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

Things that may indicate a child has undergone FGM:

- prolonged absence from school or other activities
- behaviour change on return from a holiday abroad, such as the child being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still, and looking uncomfortable
- complaining about pain between their legs
- mentioning something somebody did to them that they are not allowed to talk about

- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

What should schools do?

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

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

It is important to keep in mind that the parents may not see FGM 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 may help to make parents feel stronger in resisting the pressure of others in the community. Remember that religious teaching does not support FGM.

The 'one chance' rule

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

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

Mandatory Reporting Duty

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

APPENDIX 7

SEXTING

What is sexting?

Sexting is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Sexting is often seen as flirting by children and young people who think that it's part of normal life. Often, incidents of sexting are not clear-cut or isolated; schools may encounter a variety of scenarios. Sexting incidents can be divided into two categories – aggravated and experimental (Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011):

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

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

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

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

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

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

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police. Where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting rules and National Crime Recording Standards, to record the incident on their crime systems. The incident will be listed as a 'crime' and

the young person involved will be listed as a ‘suspect.’ **This is not the same as having a criminal record.**

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

Action to take in the case of an incident of sexting:

Step 1 – Disclosure by a student

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

The following questions will help decide upon the best course of action:

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

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

Step 2 – Searching a device

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

When searching a mobile device the following conditions should apply:

- The action is in accordance with the school’s child protection and safeguarding policies
- The search is conducted by the head teacher or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

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

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

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

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

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

Step 3 – What to do and not do with the image

If the image has been shared across a personal mobile device:

- Confiscate and secure the device;
- Don't view the image unless there is a clear reason to do so;
- Don't send, share or save the image anywhere;
- Don't allow students to view images or send, share or save them anywhere.

If the image has been shared across a school network, a website or social network:

- Block the network to all users and isolate the image;
- Don't send or print the image;
- Don't move the material from one place to another;
- Don't view the image outside of the protocols of your safeguarding policies and procedures.

Step 4 – Who should deal with the incident?

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

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

Step 5 - Deciding on a response

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

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

If indecent images of a child are found:

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

Step 6 – Contacting other agencies (making a referral)

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

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

Step 7 – Containing the incident and managing pupil reaction

Sadly, there are cases in which victims of sexting have had to leave or change schools because of the impact the incident has had on them. The student will be anxious about who has seen the image and where it has ended up. They will seek reassurance regarding its removal from the platform on which it was shared. They are likely to need support from the school, their parents and their friends. Education programmes can reinforce to all students the impact and severe consequences that this behaviour can have. Consider engaging with your local police and asking them to talk to the students.

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

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

Step 8 – Reviewing outcomes and procedures to prevent further incidences

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

Further information is available from the NSPCC

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting>

APPENDIX 8

RADICALISATION AND EXTREMISM

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 part of a schools' safeguarding approach.

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

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

Peters Hill is committed to ensuring that all members of the school community are treated with tolerance and respect and that our pupils are safeguarded from extremist views and radicalisation.

The school uses the following accepted Governmental definition of extremism: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or call for the death of members of our armed forces, whether in this country or overseas'.

Pupils should see their school as being a safe place where they can explore controversial issues safely and teachers have a duty to encourage and facilitate this. All adults working in school have a responsibility to safeguard children, including safeguarding children from extremism and radicalisation. This is because exposure to extremist materials and influences can lead to poor outcomes for children and as such they are a safeguarding concern.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

We value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We seek to ensure our pupils are aware of the dangers of radicalisation and we work to build their resilience to such dangers through Religious Studies lessons, assemblies and our PSHCE programme.

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements. The Staff Code of Conduct Policy provides for monitoring the appropriateness of visiting speakers and states that visiting speakers must not have unsupervised contact with any pupils.

What is Prevent?

Prevent is the Government's strategy to stop people becoming terrorists or supporting terrorism, in all its forms. Prevent works at the pre-criminal stage by using early intervention to encourage individuals and communities to challenge extremist and terrorist ideology and behaviour.

The Counter-Terrorism and Security Act (2015), places a duty on specified authorities, including schools and colleges, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Prevent duty reinforces existing duties placed upon educational establishments for keeping children safe by:

- Ensuring a broad and balanced curriculum is in place to promote the spiritual, moral, social and cultural development of pupils;
- Assessing the risk of pupils being drawn into extremist views;
- Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;
- Training staff to provide them with the knowledge and ability to identify pupils at risk;
- Keeping pupils safe online, using effective filtering and usage policies.

Warning Signs/Indicators of Concern

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

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

Factors which may make pupils more vulnerable may include:

- Identity Crisis: the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- Personal Crisis: the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances: migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality: involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- Special Educational Need: pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

Pupils who are vulnerable to radicalisation may also be experiencing:

- Substance and alcohol misuse
- Pressure
- Influence from older people or via the Internet
- Bullying
- Domestic violence
- Race/hate crime

Behaviours which may indicate a child is at risk of being radicalised or exposed to extremist views could include:

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

Referral Process

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

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

If concerns persist, then the DSL should complete the Channel Referral Form (available from the DSCB website) and submit to the MASH, normally with the knowledge and consent of the young person.

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

Appendix 9

Home School Safeguarding Guidance for Work Related Experience

1. What are your responsibilities?

All providers have a duty of care for young people under their supervision, but the home school retains the primary and overarching responsibility for its learners in any educational setting. This remains the case with any provision set up for a young person by an off-site learning provider, e.g. a work placement as part of collaborative provision.

It is therefore vital that programmes and providers are chosen with care and in line with the county Provider Quality Standard Agreement, that learners and their parent/carer are properly and effectively advised, and that all those involved in providing for the learner have all the information they need to take proper and effective care.

2. What should the home school do?

- a) Ensure that the school has a safeguarding policy in place which reflects the requirements of the national guidance for 'Working Together to Safeguard Children' 2018, Keeping Children Safe in Education (September 2018) the local authority produced 'Model Safeguarding Children Policy', and taking into account the additional needs of 14-19 off-site learners.
- b) Ensure the relevant Service Level Agreement (SLA) is agreed and signed by both the Learning Provider and the Home School
- c) Provide Information, Advice and Guidance. During the referral/recruitment process, it is the home school's responsibility to ensure that both learner and parent/carer understands safeguarding issues surrounding the off-site provision, i.e. transport arrangements, undertaking learning in a different environment, learning alongside young people from other schools, different levels of supervision, working with teachers unknown to the young person. The home school is responsible for making the judgement that a young person is able to cope with this kind of provision.
- d) Satisfy itself that the provision is safe and appropriate for the learner, and that it complies with the local authority's Provider Quality Standard Agreement. This will remain the case if a learning provider proposes arranging a third party placement for a young person.
- e) Provide relevant information to the learning provider according to agreed consortium processes. In order for the home school to exercise its responsibility for its learners, it is vital that all relevant information pertaining to the learner is forwarded to the learning provider before the start of the provision, and in a way that is easily understood by the learning provider, e.g. jargon and acronym free. Information to be shared would include:
 - All relevant personal information, e.g. contact details, date of birth etc
 - All relevant learning information, e.g. target grades, SEN Codes of Practice, SEN assessments, barriers to learning etc
 - All relevant medical information
 - Flagging of the existence of relevant safeguarding/child protection issues. It will then be the responsibility of the home school's Designated Safeguarding Lead (DSL) to contact the learning provider's designated Child Protection Officer. Information will only be shared where it is deemed relevant and pertinent to the off-site provision.
 - All relevant behavioural issues (via a Behavioural Risk Assessment, if agreed within the consortium)
 - All relevant contact information for the home school
 - Ensure all relevant permissions are obtained from parent/carer, and copies shared with the learning provider
 - Ensure learner contract is signed, outlining the young person's responsibilities
- f) Update to the learning provider any of the above information if a learner's situation changes. The home school's DSL will again be responsible for making a judgement as to whether it is

appropriate/relevant to share changes to safeguarding/child protection information with the learning provider.

- g) Ensure there is a named person in the home school, who is appropriately trained and competent to deal with learners' problems arising from off-site provision, and that all learners have contact details for that person.
- h) Ensure that the young person understands the detail of the transport plan
- i) Risk assesses the Learner Transport Plan against the individual learner's need and the off-site provision arrangements, and takes steps to provide support as appropriate.

3. What should you do if a learner makes a disclosure to the learning provider at the learning provider's premises (this could also include a third party, e.g. an employer during a work placement)?

- Ensure that learning providers have contact details for your Designated Safeguarding Lead (DSL), and those of the member of staff who will act in his/her absence. If you are able, please provide an out of hours contact number.
- Act on information according to the local authority's Safeguarding Children Guidance. It is vital that, once a concern has been referred to the home school, all parties are clear as to who is taking responsibility for progression of the issue. In the majority of cases, the home school will be responsible for following the national 'Keeping Children Safe in Education' guidance (April-September 2016), with regard to the Worcestershire Children's Services HR leaflet for Managing Allegations and dealing with disclosures.
- If the disclosure has been referred by the learning provider directly to the Children's Social Care Services Family Front Door, for example, if the disclosure was made out of normal school hours, the home school will follow the bulleted guidance above, once contact with the Family Front Door has been made.

4. What do you do if your learner makes an allegation against a member of your staff to the learning provider at the learning provider's premises?

- Ensure the learning provider has the relevant home school contact details for dealing with allegations. This will usually be the Head, although the Chair of Governors will be contacted if the allegation relates specifically to the Head. The Family Front Door number will also be provided in case the Head (/Chair of Governors) or the designated deputy within the home school, is not available.
- Using the information above, and following the 'Keeping Children Safe in Education' 2018 national guidance for managing allegations, the learning provider will refer the issue to the home school's Head (Chair of Governors) who will follow the agreed national process.

5. What do you do if your learner makes an allegation to you against the learning provider?

- You should not attempt to investigate the allegation yourself
- Inform the home school Head or, in his/her absence, another senior member of staff
- The home school Head or senior member of staff must inform the learning provider's most senior member of staff (contact details for whom will be provided by the Consortium), or if the allegation relates to them, the learning provider's Chair of Governors/Board of Directors
- The learning provider will follow the 'Keeping Children Safe in Education' nationally published procedures.

NB: If you are unsure about what to do in any situation relating to a safeguarding issue, immediately contact the Children's Services MASH for advice.