



Safeguarding Children In Education Policy

Child Protection Procedures

(Including a model policy)

Avonreach Academy Trust

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This document sets out the regulations for the MAT and member academies

Contents

Page

	Useful Contacts	
1.	Introduction	1
2.	Definitions	1
3.	Policies and Practice Guidance	2
4.	Duty to follow Child Protection Procedures	3
5.	Roles and Responsibilities	4
6.	Safeguarding Children Training	6
7.	Family Front Door	8
8.	Early Help (Parenting and Family Support)	9
9.	What are Abuse and Neglect?	11
10.	Recognising Abuse and Neglect	12
11.	Managing Disclosure	13
12.	Referrals	15
13.	Child Protection Investigations	17
14.	Child Protection Conferences and Core Groups	18
15.	Resolution of Professional Disagreements	19
16.	Child Protection Records	20
17.	Children Missing Education	23
18.	Elective Home Education	24
19.	Information Sharing and Confidentiality	24
20.	Educating Pupils about Safeguarding Issues	25
21.	Dealing with Allegations against Staff and Volunteers	27
22.	Safer Recruitment and Selection of Staff	28
23.	Safer Working Practice	29
24.	Ofsted Expectations	30
	Appendix A – Training Pathways for School Staff	
	Appendix B – Recording/Reporting forms	
	Appendix C – Private Fostering and the Role of Schools	
	Appendix D – Allegations against Foster Carers	
	Model Safeguarding Children Policy	1-12
	Appendix 1 – Logging a concern about a child's safety and welfare	13
	Appendix 2 – Recognition and Identification of abuse	15
	Appendix 3 – Child Sexual Exploitation (CSE)	21
	Appendix 4 – Domestic Abuse	23
	Appendix 5 – Forced Marriage	27
	Appendix 6 – Female Genital Mutilation	29
	Appendix 7 – Sexting	33
	Appendix 8 - Indicators of Vulnerability to Radicalisation	37

Useful Contacts

Family Front Door

The initial point of contact for Children's Social Care services in Worcestershire is the Family Front Door. All enquires and referrals regarding issues of possible child protection, where a child is thought to be at immediate risk, should be made to the Family Front Door by telephone:

01905 822666 Monday to Friday 8.30am to 5.00pm
01905 768020 (evenings and weekends)

You can also make referrals to the [Family Front Door online](#) by completing a Cause for Concern Notification when there is no immediate risk to a child.

Police

Call **999** in an emergency, e.g. when a crime is in progress, when there is danger to life or when violence is being used or threatened. For less urgent issues call local police on **101**.

You can also ask Police to carry out a 'safe and well' check if you have significant concerns for the child's safety.

LADO

01905 843311 / 07809 586225

Early Help Hub

01905 822666

Ofsted

0300 123 1231

Childline

0800 1111

Women's Aid (24hr help line)

0800 980 3331

Community Social Workers

Team Manager - Rob Kyle 01905 845991 / 07703 097988

Redditch – Jeff Barnard 01905 845596 / 07809 586050

Bromsgrove – Judy Mayo 01905 827391 / 07711 486225

Wyre Forest – Joanne Scattergood 01905 843410 / 07931 632494

Jess Turner 01905 843357 / 07904 881723

Worcester – Keely Stayte 01905 844019 / 07827 872278

Wychavon - Emily Colley 01905 843121 / 07950 808462

Malvern – Alice Gillett 01905 845414 / 07771 994866 (Monday to Wednesday)

Sarah Muliette 01905 845414 / 07545 422686 (Thursday, Friday & alternate Mondays)

Channel/Prevent contacts

Local Authority – Paul Kinsella 01905 846550 pkinsella@worcestershire.gov.uk

West Mercia Police – DC Neil Rawlins 01386 591840
neil.rawlins@westmercia.pnn.police.uk

Introduction

- 1.1 These procedures are consistent with the government guidance **Working Together to Safeguard Children 2015**, which is the basis for the local procedures provided by **Worcestershire Safeguarding Children Board (WSCB)**. They also reflect the guidance issued by the Department for Education (DfE) **Keeping Children Safe in Education 2016** and **The Teachers' Standards 2012**.
- 1.2 These procedures should be used in conjunction with the **WSCB local procedures** which are more detailed and give valuable information and guidance on all aspects of child protection for all agencies. The **WSCB Interagency Child Protection Procedures for Safeguarding Children in Worcestershire** can be downloaded from the [WSCB website](#).
- 1.3 This guidance has been compiled to provide support to the **Designated Safeguarding Lead (DSL)** in all education settings in carrying out his/her responsibilities in regard to safeguarding and promoting the welfare of the children in their care. It will also enable him/her to provide clear direction to staff, volunteers and regular visitors about how concerns should be managed in schools and education settings.
- 1.4 The procedures apply to all schools within Avonreach Academy Trust (AAT). For ease of reference, the term **'school'** will be used throughout.
- 1.5 The procedures apply to all adults who work in schools, both paid and voluntary, on both a temporary or permanent basis. For ease of reference, the term **'staff'** will be used throughout.
- 1.6 The procedures apply to all children and young people under the age of 18. For ease of reference, the term **'child'** will be used throughout.
- 1.7 For ease of reference the term **'parents'** will be used to cover parents and carers.

2. Definitions

- 2.1 **Safeguarding and promoting the welfare of children** is defined as:
 - Protecting children from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best life chances.
- 2.2 **Child Protection** is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- 2.3 **Vulnerable Children** are those disadvantaged children who would benefit from extra help from public agencies in order to make the best of their life chances. *'Framework for the Assessment of Children in Need and their Families 2000'*
- 2.4 **Children in Need** are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services, plus those who are disabled.
- 2.5 **Young Carers** are children and young people who assume important caring responsibilities for parents or siblings, who are disabled, have physical or mental ill health problems, or misuse drugs or alcohol.
- 2.6 **Significant Harm** is the threshold that justifies compulsory intervention into family life, and gives local authorities a duty to make enquiries under S47 of the Children Act 1989 to decide whether further action should be taken to safeguard or promote the welfare of a child.

3. Policies and Practice Guidance

- 3.1 All schools should have access to the following documents that underpin schools' safeguarding policies and procedures:

National Guidance

- Working Together to Safeguard Children 2015, HM Government 2015

- Keeping Children Safe in Education, Department for Education, 2016
- The Prevent Duty – Departmental Advice for Schools and Childcare Providers – June 2015
- Disqualification under the Childcare Act 2006 – statutory guidance for local authorities, maintained schools, academies and free schools – DfE Feb. 2015
- What to do if you're worried a child is being abused: advice for practitioners, March 2015
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings – October 2015

(all of the above available to download from www.gov.uk/government/publications)

Local Guidance

- Levels of Need (Thresholds) Guidance 2016
- Child Sexual Exploitation (CSE) Pathway 2016
- Allegations of Abuse against Teachers and other Staff – September 2015
- Recruitment and Selection – HR Management Guidance October 2013
- Guidance on the Retention and Transfer of Child Protection Records for all Educational Establishments in Worcestershire – March 2015
- Childcare (Disqualification) Regulations 2009 – Staff Declaration – HR Guidance 2015

(all of the above documents can be found at: www.worcestershiresafeguarding.org.uk

or on the HR website for those schools that purchase HR services)

3.2 **In addition the school must have a child protection policy.** A model safeguarding children policy, incorporating child protection, has been included as part of this guidance from which schools can develop their own policy and practice. Not all sections of the policy will be relevant to all settings; schools may wish to include further details from the guidance within or as appendices to their policies. The safeguarding children policy should be available to parents on request and published on their website.

3.3 Children and their parents have a right to expect that the educational establishment creates a safe environment so that it can fulfil its 'duty of care'.

When new pupils join the school, all parents should be informed that the school has a safeguarding policy, which includes child protection. Parents should be informed of the school's duty to assist Children's Services and other agencies with child protection enquiries and told what happens should there be cause to make a referral to another agency, by setting out the school's obligations in its prospectus and on its website.

Example Statement: Safeguarding Children at XXX School

This school believes that it is always unacceptable for a child to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children.

*We will provide staff and volunteers with guidance to follow when they suspect a child may be experiencing abuse or at risk of harm. We will work co-operatively with other agencies to safeguard and promote the welfare of children. We will ensure that our concerns about our pupils are discussed with parents/carers first - **unless we have reason to believe that such a move would be contrary to the child's welfare.***

The Designated Safeguarding Lead for child protection is

The Deputy Designated Lead/s for child protection is/are

The Governor with responsibility for child protection is

We will review our policy and procedures on an annual basis.

4. Duty to follow Child Protection Procedures

4.1 **The Children Act 1989** makes the duty to consider the welfare of the child as the paramount concern.

4.2 Under **Section 175 Education Act 2002, the Education (Independent School Standards) Regulations 2014, made under section 94 Education and Skills Act 2008 and The Non-Maintained Special School Regulations 2011**, Governing bodies and proprietors must

ensure that they comply with their duties to safeguard and promote the welfare of children. They must also have regard to the guidance contained in Keeping Children Safe in Education 2016 to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times. Colleges, non-maintained special schools and independent schools: the definition of 'children' applies to the statutory responsibilities for safeguarding and promoting the welfare of children i.e. those under 18.

- 4.3 **The Children Act 2004** provides a legislative framework for the wider Every Child Matters strategy for improving children's lives:

Section 10 places a duty on local authorities to make arrangements with relevant agencies to co-operate to improve the wellbeing of children.

Section 11 places a duty on LAs to make arrangements to ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children.

- 4.4 **The Safeguarding Vulnerable Groups Act 2006** (as amended) and **The Protection of Freedoms Act 2012** provide the legislative framework for safer recruitment of staff and provide guidance on the checks that schools must undertake on appointment of new staff.

- 4.5 **The Childcare Act 2006** is a key piece of legislation for local authorities and early years and later years provision for children who have not attained the age of 8.

The Childcare (Disqualification) Regulations 2009, which are made under **Section 75** of the Childcare Act 2006, set out the regulations which may disqualify staff from working in early years provision (in school nursery and reception classes) or in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs and after school provision. It also applies to staff who are directly concerned in the management of such early or later years provision. These staff may also be disqualified if:

- they live in the same household as another person who is disqualified from registration, or
- they live in a household in which any such person is employed.

Staff who are disqualified may, in some circumstances, be able to apply to Ofsted for a 'waiver'. Further details about how to apply for a waiver can be found in the Ofsted factsheet: sheet: [Applying to waive disqualification: early years and childcare providers](#).

Section 76 sets out the consequences of disqualification. Where a person is disqualified, the school must not continue to employ that person in connection with early years or later years provision.

- 4.6 **Section 5C** of the **Female Genital Mutilation Act 2003** (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges. **Section 5B** of the **Female Genital Mutilation Act 2003** (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. The Mandatory reporting duty commenced in October 2015.

- 4.7 **The Counter-Terrorism and Security Act 2015** places a duty on schools and colleges to safeguard their pupils from being drawn into terrorism. **Prevent** is 1 of the 4 elements of **CONTEST**, the government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism. The strategy covers all forms of terrorism, including far right extremism and some aspects of non-violent extremism. The Home Office works with local authorities, a wide range of government departments, and community organisations to deliver the Prevent strategy. A range of measures is used to challenge extremism in the UK, including supporting people who are at risk of being drawn into terrorist activity through the **Channel** process, which involves several agencies working together to give individuals access to services such as health and education, specialist mentoring and diversionary activities. Schools should ensure that they promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, and should be aware of potentially vulnerable individuals who may be susceptible to radicalisation.

- 4.8 All schools and local authorities are inspected by **Ofsted**, and/or other relevant inspectorates. The judgement about the school or local authority's overall performance will include their performance in respect of their responsibility to safeguard and promote the welfare of children in accordance with relevant legislation and guidance. Performance will be judged not only by the existence of procedures but also their effectiveness in safeguarding children from harm. Guidance for Inspectors undertaking inspection under the common framework is contained in [Inspecting safeguarding in early years, education and skills settings](#).
- 4.9 **Serious Case Reviews** – Worcestershire Safeguarding Children Board has a duty to carry out a Serious Case Review (SCR) when a child has been seriously harmed or has died and abuse or neglect is suspected and/or there are lessons to be learnt about how organisations have worked together to prevent similar deaths or injuries happening in the future. All organisations that have worked with the child and their family will be asked to complete an individual management review (IMR), including a chronology, which outlines the involvement they have had with family members and services that were provided. When a school aged child is seriously harmed or dies, all education records (including any child protection records the school may hold) will be secured and used to compile the Education Management Review. A panel of practitioners from relevant organisations will consider all the reports produced and make recommendations for future action. Further information on Serious Case Reviews, including copies of any published SCRs, practitioner responsibilities and repeated themes, can be found on the [WSCB website](#).
- 4.10 **All staff** have a duty to safeguard the welfare of children and to refer child protection concerns using the proper channels: **this duty is on the individual, not the organisation or the school**. Headteachers and governors must ensure that all staff are aware of their responsibilities, have received training to enable them to fulfil this responsibility and have read part one and Annex A of Keeping Children Safe in Education 2016.

5. Roles and Responsibilities

- 5.1 'Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.' (*Keeping Children Safe in Education 2016*)
- 5.2 **The Teachers' Standards 2012** state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 5.3 **The Local Safeguarding Children Board (LSCB)** is the key statutory mechanism for agreeing how partner agencies throughout the county co-operate to safeguard and promote the welfare of children and young people and for ensuring the effectiveness of partnership working. There are Headteacher representatives on the Board.
- 5.4 **Local Authority Designated Officer (LADO)**: The LADO has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues and for liaison with the LSCB on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the Police and other agencies, and monitor the progress of cases.
- 5.5 The **Governing Body, Proprietor or Management Committee** are accountable for ensuring their establishment has effective policies, procedures and training in place in accordance with statutory guidance, and monitoring the school's compliance with them. Neither the Governing Body, nor individual governors or committee members, have a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against members of staff). Governing Bodies should appoint an individual member to champion child protection issues within the school, to liaise with the Headteacher and DSL about them and provide information and reports to the Governing Body.
- 5.6 **The Headteacher** of the school will ensure that:
- the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;

- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with whistle blowing policies, where appropriate.
- all allegations of abuse are reported to the LADO in a timely manner.

- 5.7 The **Designated Safeguarding Lead (DSL)** must have the status and authority within the school management structure to carry out the duties of the post including committing resources and where appropriate directing other staff. In most schools a single designated person will be sufficient but a deputy/ies should be nominated to act in the designated person's absence. There should always be cover for this role. The school can decide how many deputy DSLs it has, but all deputies should be trained to the same standard as the DSL.
- 5.8 The DSL must take lead responsibility for safeguarding and child protection and cannot delegate this role.
- 5.9 The DSL and/or a deputy DSL must always be available during school hours and must make adequate and appropriate cover arrangements for any out of hours/out of term time activities;
- 5.10 All schools are 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 DSL.**
- 5.11 **The role of the DSL** includes:

Training

- Recognising how to identify signs of abuse and neglect and when it is appropriate to make a referral, using the Levels of Need Guidance effectively.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as the Early Help Programme and Early Help Assessments.
- Having a working knowledge of how the LSCB operates, the conduct of a child protection case conference and a child protection review conference and being able to attend and contribute to these effectively when required to do so.
- Ensuring each staff member has read Part 1 and Annex A of Keeping Children Safe in Education and has tested understanding of this Guidance.
- Ensuring each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.
- Ensuring all staff members have regular whole school training in safeguarding children (every 3 years as a minimum) and receive updates and reminders at least annually.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage a culture of listening to all children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Obtain access to resources and attend initial and refresher training, both single agency (Education) and multi-agency (WSCB), at least every two years.
- Undertake additional relevant training as provided by the LSCB and other agencies, such as Child Sexual Exploitation (CSE) training and Workshop to Raise Awareness of Prevent (WRAP) training, at least annually, and cascade learning from training to all staff members.

Raising Awareness

- Ensuring the school's child protection policy is updated and reviewed annually and work with the Headteacher and Safeguarding Governor to audit the school's performance and practice, using the LA safeguarding checklist.

- Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the school's role in this.
- Keeping up to date with changes in local and national policy and procedure and take account of guidance issued by Worcestershire Safeguarding Children Board (WSCB) and the Department for Education (DfE).

Liaising with the Governing Body, Local Authority and LSCB

- Acting as the first point of contact with the Local Authority and LSCB with regard to safeguarding children matters.
- Provision of information to the LSCB and Governing Body on how the school discharges its duties with regard to safeguarding children, using the LSCB safeguarding annual Governing Body report and the section 157/175 audit tool.
- Liaison with the Governing Body, Local Authority and LSCB with regard to any deficiencies of practice or procedure and how these may be rectified.
- Ensure familiarity with the WSCB website and make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Referrals to Children's Services and other agencies

- Referring cases of suspected abuse or allegations to the relevant investigating agencies, ensuring all actions are in line with WSCB's Safeguarding Inter-Agency Procedures.
- Acting as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Seek advice from and share information with relevant statutory agencies before seeking consent or informing parents of a referral unless to do so would place a child at increased risk of harm, for example in cases of suspected forced marriage.
- Liaising with the Headteacher (where the role is not carried out by the Headteacher) to inform him/her of any issues and ongoing investigations and ensuring there is always cover available for this role.

Recording Concerns

- Managing and auditing the school's safeguarding children recording system, keeping secure, accurate, written notes of referrals and/or concerns.
- When children leave the school, ensuring the child protection or safeguarding file relating to them is transferred to the new establishment as soon as possible, but **separately** from the main pupil file under confidential cover. Copies of school generated documents and a receipt of transfer should be retained by the originating establishment.

6 Safeguarding Children Training

(See Appendix A for Required Training Pathways for School Staff)

- 6.1 Safeguarding guidance identifies the values of training for working together to safeguard and protect children and to promote their welfare:
- All training should place the child at the centre and promote the importance of understanding the child's daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs;
 - All training should create an ethos that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes.

6.2 Regular visitors and volunteers

Regular visitors and volunteers working with children should be given advice on whom to inform should they have concerns about a child they are working with and where they can find a copy of the safeguarding children policy and related guidance. A sample leaflet for this purpose can be found on the WSCB Education Safeguarding page.

6.3 Induction

Working Together to Safeguard Children (2015) states that 'staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare'. The induction programme should include information about:

- Policies and procedures in relation to safeguarding and promoting welfare – i.e. the school's safeguarding children policy and Part 1 and Annex A of Keeping Children Safe in Education;
- Safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment i.e. Safe Working Practice for Staff in Education settings *September 2015* (HR leaflet 33a) and the school's code of conduct or staff behaviour policy;
- How and with whom any concerns about those issues should be raised – i.e. details of the DSL and appointed deputy(ies) and completion of the school's welfare form to log a concern;
- Other relevant procedures, e.g. disciplinary, capability and whistle blowing.

The programme should also include child protection training appropriate to their role, e.g. the universal e-learning programme 'Awareness of Abuse and Neglect'.

6.4 Whole Staff Training

All staff working in school, including the Headteacher (where the Headteacher is not the DSL), who are in regular contact with children are expected to have universal safeguarding children training and refresher training **every 3 years** in line with WSCB procedures. This should be provided by the school's DSL, supported by the LA. There is a training package available from the LA for the DSL to use to deliver this training. In addition, staff must be provided with relevant updates from both national and local sources, including learning from serious case reviews, at least annually.

6.5 Designated Lead Training

Those staff who have 'particular responsibilities' with regard to safeguarding children are expected to undertake targeted training. They will need to attend the single-agency training 'The Role of the DSL' and further inter-agency training up to targeted level 2, provided by the WSCB. This should be refreshed every 2 years. In addition to their formal training, the DSL and deputy DSLs should update their knowledge and skills at least annually, by attending conferences or seminars, reading LSCB newsletters and serious case reviews, meeting with other DSLs.

Other optional courses are provided by the LA and/or WSCB on a range of relevant safeguarding issues, for example, neglect, child sexual exploitation, domestic abuse.

6.6 Headteacher Training

Training on safeguarding children is available for new Headteachers as part of their induction procedures. Headteachers are also recommended to attend training on the management of allegations of abuse against staff provided by the LA and WRAP (Workshop to Raise Awareness of Prevent) training provided by the Police or education facilitators.

6.7 Governor Training

Schools are encouraged to invite Governors to any training that they provide for the whole staff. In addition, Governor Services offers training for the Safeguarding Governor, or any other interested Governor/Trustee. This provides a basic understanding of child abuse and specifically looks at the Trustee/Governors' responsibilities for safeguarding children. There is a short PowerPoint presentation on Governors' responsibilities available which can be delivered at a full governing body meeting by the Headteacher, Safeguarding Governor or

DSL. The Chair of Governors is also invited to attend training on the management of allegations of abuse against staff and WRAP training.

6.8 **Safer Recruitment Training** (see section 22)

Governing bodies are to ensure that at least one person on any appointment panel has undertaken safer recruitment training. Schools may choose appropriate training and should take advice from their LSCB in so doing. This training is available on-line via the [NSPCC](#) or locally through [Create Safer Organisations](#).

6.9 **Support and Supervision**

Dealing with child protection cases, can be distressing and stressful. It is therefore important to ensure that appropriate support is available for all staff following a disclosure or the attendance at a child protection conference or strategy meeting. Each school will have their own procedures for providing support and supervision, either through the Performance Management process or as part of a mentoring programme. It is important that the DSL has the opportunity to share concerns with their Deputy, the Headteacher or Safeguarding Governor or Community Social Worker to reassure them that correct procedures have been followed, to ensure that any inaction or poor practice has been challenged and to provide appropriate support. The DSL also has a role in supervising staff who work with a child subject to a child protection or child in need plan in order to ensure that identified actions are being met and that appropriate support is being provided to the child. A safeguarding supervision policy is available on the [WSCB website](#).

7 **The Family Front Door**

- 7.1 Until recently referrals to Children's Social Care and commissioned early help services were being made to the Access Centre and Early Help Hub. This has been re-developed and from July 2016 was replaced by the Family Front Door. Social Workers within the Family Front Door now share offices with Police and Health who have access to their own case record systems. This means that there can be appropriate information sharing as early as possible to inform decisions for children to access the right service. For example, there are daily multi-agency meetings to review cases of Child Sexual Exploitation, Missing Children and Domestic Abuse.
- 7.2 The first point of contact for professionals and the public to raise a safeguarding concern about a child will be the Initial Screening and Contact Team. The team comprises trained advisers supported by social workers who deal with telephone queries and offer advice, guidance and signposting. They also make decisions as to how contacts are progressed through the system, including whether they should be converted to a referral.
- 7.3 The advice function previously provided to professionals by the Access Centre is now shared between the web-based information '[Advice, Care, Health & Support](#)', Community Social Workers and agencies' own Safeguarding Leads.
- 7.4 The new Family Front Door staff model includes Community Social Workers based within communities to work alongside professionals. These social workers won't hold any caseloads but will be able to undertake brief assessments to identify and confirm the actual need and risks of a child. Community Social Workers will work closely with the targeted family support services.
- 7.5 Currently there is no education representative in the Family Front Door, but there are plans to recruit to this role in the near future. It is hoped that an education representative would attend the daily CSE/Missing meetings and Domestic Abuse (EVODA) risk assessment meetings as well as notify schools of DV incidents and concerns about pupils.
- 7.6 Community-based Social Workers: the new Family Front Door staff model includes social workers who will be based within communities to work alongside professionals. These social workers won't hold any caseloads but will be able to undertake brief assessments to identify and confirm the actual need and risks of a child. These social workers will be able to support professionals to either make a referral, or give them the advice to be able to support the child and/or family themselves. They will be working closely with the targeted family support services. Social Workers have a target to respond to enquiries within 48 hours.

8 Early Help (Parenting and Family Support)

8.1 Working Together to Safeguard Children 2015 identifies the importance of early help:

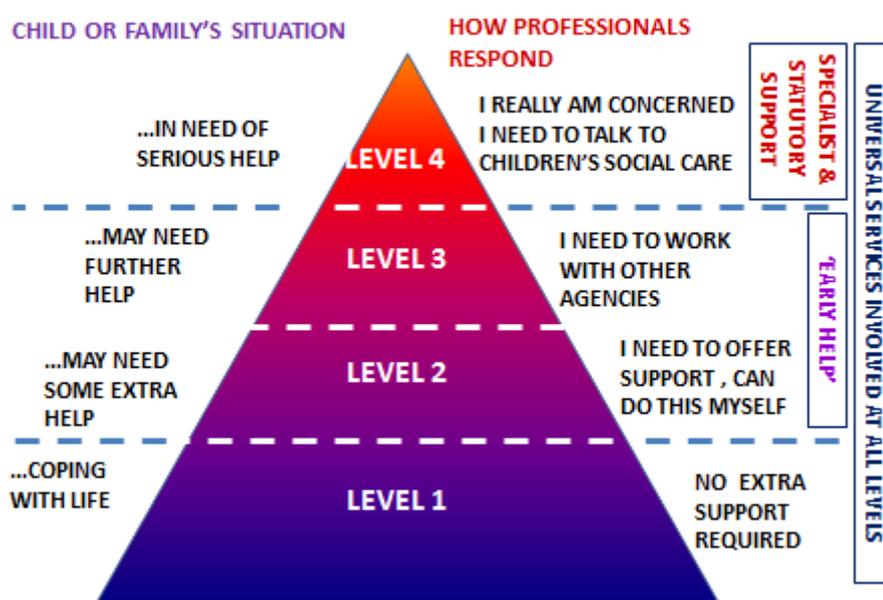
'Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.'

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.'

8.2 What is Early Help?

Early Help supports families with children 0-18, and up to 25 for those with a disability. Services are there to help families with a range of issues and aim to nip problems in the bud before they get worse. They are also there to offer support for families who have just finished working with Social Care Services. The picture illustrates where Early Help sits within the other support available for families.



8.3 There are many ways in which families can be supported and an Early Help Assessment (formerly known as the CAF) will be required to ascertain the most appropriate response. The Early Help response is outlined below:

- Parental consent is secured and the online [Cause for Concern form](#) is completed and sent through to the Family Front Door;
- Additional information is added to the Cause for Concern form by the Initial Contact and Screening Officer who will identify the most appropriate EH provider/service;
- An Early Help Assessment (EHA) is completed by the EH provider looking at the needs of the child or young person and identifying the required outcomes with the family;
- An Early Help Action Plan is recorded;
- The Early Help Action Plan is reviewed regularly by the EH provider and the family until the outcomes are achieved or the case is stepped-up to Children's Social Care.

Details of the Early Intervention and Family support programme can be found at http://www.worcestershire.gov.uk/info/20376/early_intervention_and_family_support.

- 8.4 Support from the Stronger Families service may be offered where families are also open to social care or are close to meeting the threshold for social care. The Stronger Families programme is Worcestershire's response to the government's 'Troubled Families' agenda. The government estimates that 900 families in Worcestershire meet the national criteria of:
- having an adult on out of work benefits,
 - children not being in school (unauthorised attendance/exclusions) and/or
 - family members being involved in crime and anti-social behaviour.

The extended programme works with families across a range of issues and support is delivered by the Early Help providers, EIFS or the Stronger Families team. See above for information on making a referral to Early Help for support. For further information, contact [Stronger Families](#) or via phone at 01905 766796.

- 8.5 In the vast majority of cases where a child is identified as having additional needs, these can and should be met without intervention from Children's Social Care. There will, however, be cases where the needs of the child or young person will be sufficiently complex or of such seriousness that an assessment will need to be made by a Children's Social Care practitioner without an Early Help Assessment being completed, such as when a child or young person is at risk of abuse, neglect or sexual exploitation (child protection) or where the health or development of a child or young person will be impaired without a Children's Social Care intervention, (e.g. complex disabilities or life limiting condition requiring provision of respite care). These circumstances may lead directly to a Child in Need or Child Protection Plan, or to the child becoming looked after by the local authority.
- 8.6 In other cases there may be an Early Help Action Plan in place, but practitioners have concerns about whether it is bringing about the required outcomes for the child or young person. Consideration should then be given to whether the case needs to be stepped up (Early Help to Children's Social Care). If a more urgent response is required, for example due to concerns about risk of significant harm, it will be necessary to make a referral direct to the Family Front Door.
- 8.7 The step down (Children's Social Care to Early Help) process should always be robustly applied to ensure that all practitioners working with the family are fully aware of the new plan and of any contingency arrangements in place to respond quickly if the risks increase.

8.8 **What are the benefits of an Early Help Assessment?**

The child or young person will benefit by:

- the identification of need across all areas of a child or young person's life;
- getting the services they need quicker and earlier;
- not having to repeat information to workers;
- going through fewer assessments as the information on the Early Help Assessment will stay with the child or young person across agencies.

Working through the Early Help Assessment can enable the child and their parents to say positive things about their relationships and the things they like or enjoy. It is an assessment based on strength and need.

8.9 **What does this mean for school staff?**

- That they can use the Early Help Assessment when or if they think a child has additional needs or requires more support than s/he is getting. Completion of the Cause for Concern form will provide evidence of need.
- Use of the Early Help Assessment is understood by other agencies making dialogue easier.
- That they will need to adhere to the inter-agency agreed protocols for sharing information.

8.10 **Support for Early Help Assessment**

Children's Services have appointed Community Social Workers who will listen to your concerns and who will be able to advise you. They are centrally based within the Family Front Door at Wildwood, Worcester.

8.11 **Future plans for Early Help**

Over time, as the Starting Well vision is implemented, the 0-19 public health nursing service will be integrated with the re-designed services provided by the existing Early Help Providers. All providers will be required to work together to improve outcomes, reduce inequalities,

remove duplication and/or repetition and determine and implement integrated service pathways.

9.0 What are Abuse and Neglect?

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

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

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

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

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. For further information on Neglect, see the [WSCB Neglect Guidance](#).

9.6 **Peer on peer abuse** - children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Where a child discloses safeguarding allegations against another pupil in the same setting, the DSL should refer to the local procedures on the West Midlands Safeguarding Children website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before

commencing its own investigation or contacting parents – see the note (N.B.) in section 12.3 on referrals.

- 9.7 **Child Sexual Exploitation (CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- 9.8 **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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). See Appendix 6 for further information and indicators of FGM.
- 9.9 **Preventing Radicalisation** - radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. See Appendix 8 for further information on indicators of vulnerability to radicalisation.

10. Recognising Abuse and Neglect

(see Appendix 2 for a list of indicators)

- 10.1 Recognising child abuse is not easy, and it is not staff's responsibility to decide whether or not child abuse has taken place. They do, however, have a responsibility to act if they have a concern or if they believe a child or young person is at risk of neglect or abuse.
- 10.2 Further information about a number of specific safeguarding issues can be found in the [Inter-Agency Guidance](#) section of the West Midlands Safeguarding Children website. Abuse can occur in the context of:
- 2.1 Children affected by gang activity and youth violence
 - 2.2 Safeguarding children and young people against radicalisation and violent extremism
 - 2.3 Children of parents who misuse substances
 - 2.4 Children with disabilities
 - 2.5 E-Safety: Children exposed to abuse through digital media
 - 2.6 Fabricated or Induced Illness
 - 2.7 Abuse linked to faith or belief
 - 2.8 Bullying
 - 2.9 Neglect
 - 2.10 Information sharing and confidentiality
 - 2.11 Self-harm and suicidal behaviour

- 2.12 Children of parents with mental health problems
- 2.13 Families who resist change (including disguised compliance)
- 2.14 Persons posing a risk to children
- 2.15 Children from abroad
- 2.16 Children living away from home
- 2.17 Recruitment, supervision and training
- 2.18 Sexually active children and young people (including under-age sexual activity)
- 2.19 Child sexual exploitation
- 2.20 Children missing from care, home and education
- 2.21 Female genital mutilation
- 2.22 Trafficked children
- 2.23 Forced marriage
- 2.24 Honour-based violence
- 2.25 Domestic violence and abuse - See more at:
<http://westmidlands.procedures.org.uk/page/contents#p3>

10.3 When working with children and young people who are suffering or likely to suffer significant harm staff should:

- be alert to potential indicators of abuse or neglect
- be alert to the risks of harm
- prioritise direct communication and positive and respectful relationships with children and young people ensuring their wishes and feelings underpin any safeguarding activities or assessments
- share and help to analyse information so that an effective assessment can be made
- contribute to whatever actions are needed to safeguard and promote the welfare of the child or young person
- work cooperatively with parents unless this is inconsistent with ensuring the safety of the child or young person

10.4 **Children and Young People with a Disability**

Staff should be aware that some children, because of their learning and/or physical disability, are vulnerable and may find it more difficult to recognise and report abuse.

Their disability may mean that:

- Their life experiences are limited, creating difficulty recognising inappropriate behaviour.
- They are afraid of challenging people, concerned that they will anger an authority figure or get into trouble.
- Communication difficulties make it hard to report abuse.
- They may not be able physically to leave an abusive situation.
- They receive intimate physical care and, therefore, the abuse may seem 'normal'.
- Their self-esteem and self-image are poor.
- They might not be aware to whom they can report abuse.
- Authority figures are unwilling to believe that anyone would abuse a disabled child.

The school must take particular care, therefore, when working with children and young people with disabilities.

11. **Managing disclosure**

11.1 Staff in schools have a vital role to play both in the prevention and detection of abuse. Detection of abuse often depends, in the first instance, on suspicion. Teachers and other staff are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with pupils. Staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

11.2 It is absolutely critical that all staff and volunteers are aware of the procedures adopted by the school, key staff to be informed and the school's child protection procedures, when disclosures of abuse are made.

A disclosure is when a child or young person tells someone else about the behaviour of another person or persons towards him or her which makes the hearer think that the child is experiencing some form of abuse or may be at risk of abuse.

A wide range of situations can fall into the category of a possible 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes, perhaps from peers. However, children who live in abusive situations commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

11.3 'Sharing the secret':

Children 'tell' in many different ways - through their behaviour, play and creative work as well as direct disclosure. Young children are more likely to confide, but lack the language. Older children feel that the abuse sets them apart. No one ever talks about the possibility of incest for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in the conspiracy of silence and keep victims isolated.

It is important to remember that:

- Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- Sexual abuse of a young child within a family usually only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one-off event.
- No one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on.
- Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.
- Staff need to monitor small incidents, share concerns with other staff, and be ready to listen to children's problems.
- If a child discloses that they have been physically abused, it is appropriate to ask whether there are any marks or bruises, but do not ask a child to remove clothing to show you.
- Do not take photographs of any marks or bruises – this is part of the investigation and not the role of school staff.

It is not, however, the responsibility of teachers and other staff to investigate suspected abuse. This is the role of Children's Social Care Services and/or the Police.

11.4 Asking questions

Care must be taken in asking and interpreting children's responses to questions about indications of abuse. Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind. The best questions to ask are those that have been called TED questions: Tell, Explain, Describe.

- 'Tell me what happened.'
- 'Please explain what you mean when you say
- 'Can you describe the person?' or 'Can you describe the place?'

For young children, the most useful of the TED questions is 'Tell me'; 'Tell me who was there', 'Tell me what they did', 'Tell me what happened next'.

The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass on to the designated member of staff. The note should record the time, date, place and people who were present as well as what was said and should be signed. Staff should not ask the child to write down what they have said, as this constitutes the beginnings of an investigation.

STAFF IN SCHOOL SHOULD NEVER GIVE AN UNDERTAKING OF ABSOLUTE CONFIDENTIALITY TO A PUPIL.

Extra care should be taken to interpret correctly apparent signs of abuse and neglect in children with Special Needs. Schools should try to create an atmosphere in which pupils with Special Needs feel confident and able to discuss these matters.

If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. This child has chosen you as someone they trust.

11.5 When a child tells:

Listen seriously - abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.

Reassure the child - the threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.

Empathise - don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to talk immediately to the DSL and complete a written record. (*Appendix B – Form 1*)

11.6 Summary

- Listen carefully to what is said.
- Ask only open questions such as 'How did that happen?' 'Anything else you want to say?'
- Do not ask questions which may be considered as suggesting 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 ask the child to record what he/she has said in writing.
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate; it is better to say that you might have to tell someone who needs to know.
- Make hand-written notes of the details of the disclosure using the child's words where possible.

12 Referrals

12.1 **Informing Parents** - All concerns about the safety and welfare of a child must be taken seriously and should normally be discussed with parents in the first instance. There may be an innocent explanation for what has been observed/said. Parents may welcome help in addressing a situation, for example support from Children's Social Care Services or other agencies. Parents should be given the chance to put a concern right, if at all possible, so there may be no need for further intervention.

Parents should always be informed when a referral is being made, **unless to do so places the child at further risk of significant harm, places an adult at risk of serious harm or would jeopardise a criminal investigation. Where there are child protection concerns, the child's welfare is paramount.**

12.2 In deciding whether the threshold for a referral to Children's Social Care has been met, the DSL should refer to the [Levels of Need Guidance for Practitioners](#). These have been developed based on a continuum of need and services in order to promote early identification of concerns by universal services. This approach utilises a four-tier model that takes into account the different stages of need and types of intervention. Children can move across the tiers at different times in accordance with their changing needs, and may also receive services from different tiers at the same time. Within each tier of the model there are specific planning processes and a range of services that are available to a child and their family.

12.3 **When to make a referral** - referrals fall into two categories – 'children in need' or children suffering, or at risk of suffering, 'significant harm'.

Children in need - S17 of the Children Act 1989 defines children 'in need' as those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or

development, or their health and development will be significantly impaired, without the provision of services, plus those who are disabled.

When referring a child who may be 'in need', consent must be obtained before sharing their personal information with Social Care. If unsure as to whether consent is needed or whether the threshold for assessment is met, advice can be sought from the Community Social Worker.

Children in need of protection - If a child is suffering or at risk of suffering 'significant harm' (see Section 2) action must be taken **IMMEDIATELY**. Having gathered all the available information, the DSL will telephone the information through to the Family Front Door. **The number to ring is: 01905 822666 (or 01905 768020 out of hours).**

NB. Allegations of abuse made against other children – when a child makes an allegation of abuse against another child at school, the DSL should always seek advice from the Family Front Door. It will be necessary to establish the facts of the allegation and whether or not it could have happened (i.e. was the child in school that day), but then advice should be sought from the Family Front Door **before** interviewing children or potential witnesses and **prior** to informing other parents. Following an allegation of abuse made against another child, it may well be necessary to undertake a **risk assessment** in order to minimise the risk of further harm to the same child or other children. A harmful behaviour risk assessment pro-forma can be found in Appendix B. Further guidance on 'children who abuse others' can be found in the [West Midlands Safeguarding Children procedures](#).

12.4 **Who can make a referral**

If staff members have a concern about a child, they should raise these with the school's DSL. This includes situations of abuse which may involve staff members. The DSL will usually decide whether to make a referral to Children's Social Care, but it is important to note that **any staff member can refer their concerns to Children's Social Care directly.**

If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care 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. Concerns should always lead to help for the child at some point.

12.5 **How to make a referral**

All calls to the Family Front Door will be answered by the Initial Screening and Contact team. This team acts as the first point of contact for professionals and the public to raise a safeguarding concern about a child. The team is made up of trained advisers and is supported by social workers to deal with telephone queries and offer advice, guidance and signposting. They also make decisions as to how contacts are progressed through the system, including whether they should be converted to a referral.

To make a 'child in need' referral, the Cause for Concern form should be completed and sent to the Family Front Door. If there is already supporting information about the child and their family in another format (e.g., Early Help Assessment, SEN Assessment, PSP), attach this to the concern form if it is required.

However, if there is not an existing assessment to send, complete the Cause for Concern form either with the family, or on their behalf, giving as much detail as possible. The on-line form can be accessed via the [Children's Services Portal](#). Any difficulties accessing the Portal should be reported to the Business Process Team on 01905 766766.

To make a 'child in need of protection' referral, the DSL should phone the concern into the Family Front Door immediately. When making a referral, the following information will be required:

- The name, DOB, address, gender, ethnicity of the child;
- Any disability or special needs of the child;
- The name and contact details of the parent/carer or other close family member, if known;
- Details of any siblings.
- It is vital that as much information as possible should be provided although referrals should not be delayed because all information is not available:

- The nature of the concerns;
- How and why the concerns have arisen;
- What appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical and other factors;
- Any action already taken and its impact, including whether the parents have been informed of the referral;
- If known, what other agencies and professionals are involved with the child and family;
- Whether there is any reason that the referrer's identity cannot be shared with the family (the assumption is that, in the case of professionals who refer, the family will be told who has referred)
- Whether it is necessary to consider urgent action to ensure the child is safe from harm
- Whether there is likely to be any risk to workers

Following the phone call, the online Cause for Concern notification should be submitted to the Family Front Door. The notification should be saved and printed for the child's CP file.

12.6 What happens next?

If the threshold for a referral is met, there are a number of possibilities for subsequent action, including a S47 strategy discussion involving Social Care and Police, a brief assessment by one of the Family Front Door social workers or a Multi-Agency Safeguarding Hub (MASH) meeting to obtain further information from a range of professionals. The Initial Screening and Contact officer will advise the DSL of any other actions they may need to take.

If the threshold for assessment/child protection enquiries is not met, the Initial Screening and Contact officer should advise the school of further action they could take, including discussion with the Community Social Work team.

Please note: Children's Services will not be able to guarantee to keep the referrer's identity confidential, as they may be needed to provide evidence should an investigation become necessary.

Further [guidance](#) and all forms required for referrals can be found on the West Midlands Safeguarding Children website.

13 Child Protection Investigations

- 13.1 Under Section 47 of the Children Act 1989, schools have a duty to co-operate with Children's Social Care and the Police in carrying out their investigations when they have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. On receiving a referral indicating that a child is, or may be, suffering significant harm, the social worker will contact the school to gain as much information as possible concerning the child and any family members. This information will be incorporated into any ensuing assessment. It will be used to help inform and evidence the assessment of the level of risk to the child. Further guidance on a [Social Care Assessment](#) may be found in the West Midlands Safeguarding Children procedures.
- 13.2 Schools should be aware that any information they share with Children's Services or the Police, either as part of a referral or in response to a request for information, may be shared with the child's family and the source of the information disclosed. It is therefore important that when a school first has concerns about a child, they raise their concerns with the parents in the first instance, so if this is later disclosed to parents, it does not come as a shock. The only time school would not discuss their concerns with a parent first, would be if to do so would place a child, young person or an adult at risk of harm or interfere with a child protection or criminal investigation
- 13.3 Whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, an urgent [Strategy Discussion](#) will be arranged by the Team Manager. This may take the form of a meeting or a telephone discussion, but in complex cases a meeting will be the most effective means of sharing information regarding the child's welfare and planning future action.
- 13.4 If a Strategy Meeting is held, the DSL should expect to be invited to attend the meeting and be prepared to share information about the child. The purpose of the strategy meeting is to

share all available, relevant information about the child and family, decide whether a Section 47 enquiry should be initiated and plan how the investigation should be undertaken.

- 13.5 The investigation may, on occasions, involve a social worker or police officer interviewing the child at school. This would normally be with the consent and knowledge of a parent, and depending on the age/maturity of the child, may require the child's teacher/TA/DSL to be present during that interview.
- 13.6 However, Working Together to Safeguard Children does recognise that there are exceptional circumstances where a Social Worker and/or a Police Officer may need to speak to a child, who is believed to be at risk of significant harm, without the knowledge of the parent or carer. Relevant circumstances would include:
- The possibility that the child would be threatened or otherwise coerced into silence.
 - A strong likelihood that important evidence would be destroyed.
 - That the child in question did not wish the parent to be involved at that stage and the child is competent to make that decision.
- 13.7 The parent/carer should always be informed by the social worker and/or police officer that their child has been interviewed **before the child returns home from school**. This should be made clear during the planning stages. Where the school has not been involved in the planning stages, the Headteacher/DSL should ensure that this has been considered.
- 13.8 On occasions, there may be a need for a child to be taken out of school by a social worker/police officer. This may be for the purpose of a medical examination or to interview the child at the police interviewing suite under 'achieving best evidence' procedures. Again, this would normally be with the consent and knowledge of the child's parents/carers and school would expect a parent/carer to accompany the child. However, if the above circumstances apply, the strategy meeting might decide to do this without consent, in which case the school should consider whether it would be appropriate for a member of staff to accompany the child, depending on the child's age/maturity or level of distress.
- 13.9 The social worker should keep the school informed of the progress of a section 47 enquiry and the outcome of the assessment. If the school is not kept informed, but is aware that the enquiry is underway, the school should contact the social worker or team manager to find out how the enquiry is progressing. If the school is unhappy with the progress or outcome of the investigation, they should contact the Team Manager, or their area Group Manager.

14 Child Protection Conferences and Core Groups

- 14.1 Section 1.10 of the Inter Agency Child Protection Procedures for Safeguarding Children describes fully the policies and procedures in relation to [Child Protection Conferences](#).
- 14.2 A decision to convene a **Child Protection Conference** will only be taken following a [Section 47 enquiry](#) and an assessment, unless there are exceptional circumstances, i.e long term neglect.
- 14.3 Any agency affiliated to the WSCB, including schools, can request a Child Protection Conference. If the request is made by an agency to a Team Manager who considers that a Child Protection Conference is not necessary, and is unable to resolve that difference of view with the referring agency, then he/she should consult with the Child Protection Co-ordinator.
- 14.4 The invitation to a Child Protection Conference will be sent to the DSL, and it is expected that either the DSL or their deputy will attend this meeting. The person attending will need to have as much relevant up to date information about the child and family as possible. A form for completion will be sent to the school with the conference invitation. This should be completed in advance of the conference, with details relating to the school's involvement with the child, any relevant history of safeguarding concerns, any worries that the school has about the child (e.g. risks, concerns, issues including significant impairment to health and/or development), a description of the family's or child's strengths (e.g. protective factors, safety, positives), a summary of what needs to change to ensure the child's safety and a summary of the 'unknowns'. If possible within the timescales, this should be shared with the parents/carers prior to the Conference. Three copies of the report should be brought to the conference. (See Appendix B for copy of the Initial CP conference form)

- 14.5 In line with Working Together to Safeguard Children 2015, Initial Child Protection Conferences “should take place within 15 working days of the Strategy Discussion, or the Strategy Discussion at which the section 47 enquiries were initiated, if more than one has been held.”
- 14.6 At the conference there will be a discussion of the worries and strengths of the child and family, what needs to change and consideration as to whether the child has suffered or is likely to suffer significant harm in the future. All agencies represented will need to take part in this discussion and come to a view individually in this respect, on the basis of the information shared at the meeting. See Appendix B for sample Agenda for the meeting.
- 14.7 If the Conference decides that the child is likely to suffer significant harm in the future, the child will therefore require inter-agency help and intervention to be delivered through a formal [Child Protection Plan](#). The Chairperson should determine the category of abuse or neglect the child has suffered or is likely to suffer and should nominate membership of a **Core Group**, which will be set up to finalise the details and monitor the implementation of the Child Protection Plan. The DSL will be expected to nominate a school representative to be part of this Core Group and should ensure they are given a copy of the [Core Group leaflet](#). All staff members should be made aware that they may be asked to be part of a Core Group and may be asked to support social workers to take decisions about individual children.
- 14.8 The DSL is also responsible for ensuring that all relevant staff (i.e. form tutor, Teaching Assistant) have copies of the child's **Child Protection Plan** and are aware of their role in meeting the objectives of the Plan.
- 14.9 A [Review Conference](#) will be convened within 3 months of the Initial Child Protection Conference and subsequent Review Conferences within 6 months of the last conference. The DSL or their deputy is expected to attend all Review Conferences and should ensure that an up to date report is available.
- 14.10 School staff are likely to have more contact with parents than other professionals involved. Child protection conferences can be upsetting for parents/carers so it is important that staff work in an open and honest way with all parents and carers. **The school's responsibility is to safeguard and promote the welfare of all children and the aim is to achieve this in partnership with parents.**

15 Resolution of Professional Disagreements

The following guidance applies to schools in their joint working with Children's Social Care Services and Safeguarding and any other agencies involved with a child.

Refer to: West Midlands Procedures 3.8 - [Resolution of Professional Disagreements](#)

- 15.1 Professional disagreements may arise between any agencies and resolving problems is an **integral part of co-operation and joint working** to safeguard children.
- 15.2 Disagreements could arise in a number of areas, but are most likely to be about thresholds, roles and responsibilities, the need for action or communication.
- 15.3 Effective working together to safeguard children depends on:
- an open approach
 - honest relationships between agencies
 - resolving disagreements to the satisfaction of the worker and the agency
 - a belief in genuine partnerships.
- 15.4 Agencies with responsibilities for safeguarding children must be **prepared to challenge each other** if they feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare.
- 15.5 Disagreements should be resolved through **professional conversations** in the first instance with the key social worker or relevant line managers. If the disagreement cannot be resolved at this level, the school should refer to the relevant Group Manager or involve the Adviser for Safeguarding Children in Education, using the [WSCB Escalating Concerns guidance](#).

- 15.6 If attempts at problem resolution leave the school believing that the child remains at risk of significant harm, **the school has the responsibility for communicating such concerns** to the WSCB, using the channels laid out in the WSCB Procedures 4.9 – section 5 – i.e. through the safeguarding Head Teacher representatives.

16. Child Protection Records

Well kept records provide an essential underpinning to good professional practice. They may need to be consulted long after the record was made.

16.1 Low Level Concerns

Schools find, on occasions, that a pattern of information begins to build up about a child, including hearsay and low level concerns about a child's behaviour, demeanour and presentation. The concerns may also be about the way the child's parents, or other adults linked with the family, relate to the child and the school. Much of this information may not appear to be very significant on its own but, put together, it could contribute to a **'jigsaw'** picture of abuse or a need for family support that should not be ignored.

Try to identify what is really making you feel worried. It is important that the school takes some action. In most instances if you have a low level concern about a child the best course is to talk to the child's parents. It is important that the concerns and the action taken are recorded as factually as possible.

A template for logging concerns is attached (see Appendix B – Form 1). Use of the template will ensure that the relevant information is recorded clearly and consistently and will help in deciding whether a referral should be made to Children's Social Care Services or an Early Help Assessment is required.

The relevant areas of the form should be completed by the person raising the concern e.g. details of the concern/incident. The forms must be given to and kept by the DSL. The DSL should log the concern to include the date the concern was raised and by whom, name and date of birth of the child/ren, any actions taken and a summary of the outcome. A pro-forma for a log of concerns can be found in Appendix B – Form 5).

Notes must be made as soon as possible, and certainly within 24 hours of the incident giving rise to the concern. (This is important, in case the note is needed for submission to court).

Notes should:

- be factual
- use a child's own words where possible
- be a record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

16.2 Storage of Child Protection Records

Child protection records should be kept securely, under lock and key.

An effective method for storing single or infrequent records of concerns is to file these in alphabetically divided ring binder files. It may be helpful for larger schools to use separate files for each House. This system is preferable to concerns being recorded in a teacher's note book as it will assist with meeting the responsibility to transfer records when children leave the school. For many children, a single entry may be the only concern recorded over their time in school, but for others further information will be accumulated over time from a variety of sources.

16.3 A stand-alone individual file for a child must be started when:

- Concerns for the child and consequently records of these and actions in school are increasing
- The child has been referred to Children's Social Care Services
- You have been made aware of the involvement of Children's Social Care Services with the child / family and are participating in multi agency involvement.

Where concerns relate to more than one child from the same family at the school a separate file for each child should be created and cross referenced to the files of other family members. Common records e.g. child protection conference notes should be duplicated for each file where appropriate.

When an individual file is started it is helpful to use the front sheet in this document (Appendix B – Form 2). Alternatively, a copy of the SIMS (or equivalent) pupil details front sheet could be used if available. The front sheet will need to be updated with any change of circumstances. It is also recommended that the pupil's general school record is marked in some way to indicate the presence of this separate confidential file. A coloured sticker is one means of doing this.

16.4 **Records to be included in a child's Child Protection file**

- File Front Sheet (Appendix B – Form 2)
- Chronology - log of events (Appendix B – Form 4)
- All school Child Protection Incident/Welfare Concern forms (Appendix B – Form 1)
- Any Risk Assessments and reviews (Appendix B example)
- Any notes initially recorded in the form of notebooks or diaries
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children / young people)
- Professional consultations
- Letters sent and received
- Referral forms (both for external and education-based services).
- Minutes/notes of meetings (copies for each child as appropriate)
- DV notifications issued by Police
- Formal plans linked to the child (e.g. Child Protection Plan, Child in Need Plan)

16.5 **Chronology of events for an individual child (Appendix B – Form 4)**

The importance of understanding concerns for a child in the context of history, time-lines and other known information cannot be underestimated. Chronologies are central to this process and it is strongly recommended that these are completed on an ongoing basis as incidents or events occur. In addition to aiding assessment, a chronology will serve as an important record of school actions and when attached to an Inter Agency Referral form can provide evidence for the reason for the referral. It will also enable the school to evidence to Ofsted what actions have been taken, and what responses the school had to any referrals. It will also be invaluable should it ever become necessary to undertake a Serious Case Review (SCR) – see section 4.9.

A chronology must list specific and significant incidents, events and actions taken in relation to the child and where appropriate their family, with a brief explanation or cross-reference to the relevant record within the file.

The chronology must be stored at the front of a child's safeguarding file alongside the front sheet where it can be quickly accessed and viewed. **It should be kept up to date.** A pro-forma is available in Appendix B – Form 4.

16.6 **Auditing Child Protection Files Kept by the School**

The DSL should monitor the concern sheets for each child on a regular basis to ensure that appropriate action has been taken and the situation has not been allowed to drift. It may be that the concerns are resolved by discussion with the parents and through giving support. Alternatively the school may decide that an Early Help Notification or referral to Children's Social Care Services is required.

The DSL should, as good practice, carry out a termly audit of the school's child protection files to ensure that adequate records are being kept in an appropriate manner.

The check should cover the following:

- Front sheet with name, address, d.o.b., family members and name, address and contact number for the Safeguarding Team - if the child has a child protection plan or child in need plan, this should be the key worker;
- Chronology complete and up to date;
- Reviews of risk assessments undertaken within timescale;
- Note or symbol on child's regular school file;
- File cross-referenced with other family members, if appropriate;
- Cross reference to additional files, if appropriate;
- Records and notes legible and on school recording sheets;
- Incident date (including year!), time, place;
- Name, address and d.o.b. of child(ren) concerned recorded on each sheet;
- Factual outline of incident /concern/allegation/disclosure;
- Opinion substantiated, if given;
- Clear distinction made between fact and opinion, observation and allegation;
- Clear names, job titles of staff involved;
- Signature, printed name, job title of person making record;
- Note of action taken, and with whom information was shared;
- Note of copy sent to Children's Social Care Services.

16.7 **Data protection and disclosure of information**

All School Staff have a duty of care to protect personal information under the provisions of the Data Protection Act 1998, and the definition of "data" extends to informal notes and messages.

Neither the parent nor the pupil has an automatic right of access to child protection records. It is however best practice to make reports available to the child's parents unless to do so would place the child at risk of significant harm. If an application is made to see the whole record, advice should be sought from the child's social worker, if they have one, or from the Family Front Door. All third-party information should be removed, or consent sought for its disclosure from source. This is in accordance with The Education (School Records) Regulations 2012 and the disclosure provisions of the Data Protection Act 1998 (DPA).

Cases of alleged abuse that result in court proceedings may require the school to disclose their records, either through the police or Children Social Care Services.

In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations it is strongly suggested that the advice of legal services is sought.

Information from records may also be shared at child protection conferences, and for serious case reviews.

Records (suitably anonymised) may also be requested for use in disciplinary proceedings.

16.8 **Transfer of Child Protection Records**

When children transfer from one school to another, either at normal transfer stage (e.g. from First to Middle School or Primary to Secondary) or as the result of a move, and records of child protection/welfare concerns exist, these should be sent to the receiving school as soon as possible, preferably within 5 days. This transfer should be arranged separately from the main pupil file in line with DfE Guidance. These must be passed directly to the DSL or another authorised person in the receiving school e.g. the Headteacher.

It is important that all child protection records are transferred at each stage of a child's education, up until the age of 18, or in some cases, beyond. Early Years settings should pass all records on to the child's first school, and High schools should pass records on to Colleges of Further Education, if relevant.

If the child is the subject of a Child Protection Plan at the time of transfer you must speak to the DSL of the receiving school and arrange for the records to be transferred under confidential cover.

Paper or electronic records containing child protection information must be transferred in the most secure method available to the school. If posting paper records, it should be by signed-for delivery. Electronic records must only be transferred by a secure electronic transfer mechanism or after the information has been encrypted.

If a child subject of a Child Protection Plan leaves your school and you are unaware of the name of the child's new education placement you should contact the child's key worker from Children's Social Care Services to discuss how records should be transferred

Where records of child protection/welfare concerns have been kept, and details of the receiving establishment are not known, schools should inform the Family Front Door and follow Worcestershire's Missing Children Procedures (see section 17 and West Midlands inter-agency procedures *section 3.2*). Schools should also use the 'Lost Pupil Database' section of the 'School to School' secure data transfer service, which can be used to track missing children and trace previous schools.

The school should retain a record of all child protection files transferred. The record should note the child's name, date of birth, date of transfer, the name of the new school/educational establishment, and the person spoken to (e.g. the transferring school's DSL).

16.9 Retention of child protection records

Records should be kept until a child's 24th birthday (6 years after the subject's last contact with the Authority).

For further information on the transfer and retention of records, see the [Guidance on the Retention and Transfer of Child Protection Records for Educational Establishments in Worcestershire](#) (available on the WSCB website under [Safeguarding Children in Education](#)).

17. Children Missing Education (CME)

17.1 A child going missing from education is a potential indicator of abuse or neglect. Schools should follow their 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.

17.2 All schools should inform the LA of any pupil who is going to be deleted from their admission register where they:

- have been taken out of school by their parents and are being educated outside the school system – e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither the pupil, nor their parent, has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or
- have been permanently excluded.

17.3 All schools must inform the LA of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the LA (or in default of such agreement, at intervals determined by the Secretary of State).

17.4 Under the DfE Education (Pupil Registration) (England) (Amendment) Regulations 2016 all schools now must inform the LA in which the child lives of all in-year on and off roll registrations from 1st September 2016.

- 17.4 S436A of the **Education Act 1996** places a duty upon Local Authorities to identify and track those children who are of statutory school age, not on roll to a school or in receipt of Home Education, ensuring that they are returned or guided to accessing the appropriate education. There are a range of different ways of educating children. However, the main recognised registered provisions include:
- Maintained school (including Academies, Free Schools, Special and Pupil Referral Units)
 - Independent Schools
 - Elective Home Education
 - FE Provision (Full-time and not part of the EHE arrangements for 14-16)
 - Educated Otherwise than at school arranged by Local Authority (including Medical Education)
- 17.5 This duty is undertaken by the County's Children Missing Education Officer whose role is to identify and track children who are not accessing a suitable education through any of the above. In each instance, the appropriate safeguarding measures are taken to promote the welfare of the child; this includes direct links with the Family Front Door, Health, Police etc. For further information please see the DfE publication [Children Missing Education](#) or contact Gethin Howells, Children Missing Education Officer at primecme@babcockinternational.com.

18. Elective Home Education (EHE)

- 18.1 Parents can 'electively home educate' in accordance with Section 7 of the **Education Act 1996**.
- 18.2 The Local Authority has no duty to monitor the educational provision made by parents. However, S436A places a duty upon LAs to identify those children not in receipt of a suitable education.
- 18.3 Worcestershire executes this duty by making an initial, informal inquiry into the educational arrangements of parents once the LA is made aware that a child is being home educated; such request is made immediately but the LA allows up to 3 months for the parent to respond. If at this point the LA is satisfied the LA is dissolved of its responsibility. If the LA is not satisfied the LA will work with the family to identify the concerns and provide recommendations for improvement. There will be subsequent requests until the improvements are made. If the LA remains unsatisfied on 3 consecutive requests then the LA may consider an application for a School Attendance Order. If, at any point, the LA receives information from any source then the LA has a duty to investigate. The time frames applied will be those of an initial request.
- 18.4 Although parents do not have to respond to such requests it is sensible for them to do so otherwise the LA cannot define the suitability of the education. The most effective way of obtaining information about the provision is through meetings with parent and child although this is not a legal requirement.
- 18.5 To promote the welfare of each individual child the Family Front Door are notified of each enquiry and registration made to identify any potential risks. The EHE Officer works alongside other services who are involved in supporting individual children.
- For further information please contact the Home Education Liaison Officer, at primeelectivehomeeducation@babcockinternational.com.

19. Information Sharing and Confidentiality

- 19.1 Section 2.10 of the Inter Agency Child Protection Procedures for Safeguarding Children describes fully the policies of the Worcestershire Safeguarding Children Board (WSCB) in relation to [Information Sharing and Confidentiality](#).

Effective and lawful information sharing is essential for early intervention to promote welfare and ensure that children and young people are safeguarded.

- 19.2 **Data Protection and Human Rights legislation are not barriers** to the sharing of information where this is necessary to protect children and young people.
- 19.3 **Share with consent when appropriate.** Where consent cannot be obtained or is refused, information may still lawfully be shared in order to protect a child or adult from serious harm, or to ensure that a serious crime is prevented, detected, investigated or prosecuted. **Therefore, if you have a concern about the safety of a child or young person, do not allow the withholding of consent to prevent you from sharing that information.**
- 19.4 **The withholding of consent itself may on occasion constitute a concern.** It may be necessary to refer to the West Midlands Inter-Agency Guidance for information on [working with resistant, violent and aggressive families](#) or to the [Levels of Need Guidance for Practitioners](#).
- 19.5 The [Protocol for Sharing Information between Children's Trust agencies working for Children and Young People in Worcestershire](#) provides the local framework for information sharing between partner agencies, groups and individuals, and contains a specific statement in respect of safeguarding requirements.
- 19.6 Further information on information sharing, including [Guidance for Practitioners and Managers](#) and the Pocket Guide, may be found on the DfE website.
Seek advice if you are in any doubt without disclosing the identity of the person where possible.
- 19.7 **Confidentiality** - Any sharing of confidential information with any other person in relation to child protection may only be undertaken with the express permission of the parent, **except where it is considered necessary for the welfare and protection of a child.**
Children and young people will be particularly sensitive to other children, parents and professionals knowing about difficult and personal events in their lives. They will need reassurance about procedures and what is likely to happen next.
- 19.8 **Confidentiality and Secrecy** - No member of staff or group member should ever promise to keep confidential to a child where there are safety concerns. This can result in colluding with the secrecy, which often surrounds abuse.

20. Educating pupils about Safeguarding issues

- 20.1 Keeping Children Safe in Education reminds Governing Bodies that they should ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- 20.2 Children can be taught through the curriculum, especially PSHE and ICT, about the risks of different kinds of child abuse and can be equipped with the skills they need to help them stay safe. Specific programmes, such as SEAL (Social and Emotional Aspects of Learning) and Protective Behaviours are particularly recommended.
- 20.3 As part of developing a healthy, safer lifestyle, pupils should be taught, for example:
- to recognise and manage risks in different situations and then decide how to behave responsibly;
 - to judge what kind of physical contact is acceptable and unacceptable;
 - to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help;
 - to use assertiveness techniques to resist unhelpful pressure;
 - to respect other people's privacy and also to recognise that they are also entitled to privacy, particularly in sensitive situations such as dressing, undressing, changing bathing or showering.
- 20.4 **A supportive school ethos** can encourage children to feel safe and to talk about their feelings. It can:
- reduce isolation in the emotions they experience;
 - relieve tension by enabling children to talk and be listened to;

- provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs;
- allow children to perceive situations more clearly for planning an action or change;
- make children feel protected by a culture which actively promotes a 'listening environment' and challenges unacceptable practice.

- 20.5 **All children need to know what to do in case someone tries to harm them.** Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident. The [NSPCC Speak Out, Stay Safe](#) service provides a resource in the form of an initial assembly with follow up workshop sessions for Y5 & 6 pupils to give them the skills to protect themselves and know where to go for help. Contact Anna Eeles for further details on 0121 585 3943 or aeeles@NSPCC.org.uk.
- 20.6 **E-safety** - Close links should be maintained with the school's e-safety co-ordinator to ensure children are being taught how to keep themselves safe on-line. Schools have a duty to ensure that children are safe from terrorist and extremist material when accessing the internet at school. Schools should ensure that suitable filtering and monitoring is in place. Useful information and a variety of resources in respect of e-safety can be found on the [South West Grid for Learning \(SWGfL\) On-Line Safety Services](#) and through [CEOP's Thinkuknow](#) website.
- 20.7 **Healthy Relationships** – a wide variety of video clips and website links supporting healthy relationships and providing support for those students at risk of or suffering domestic abuse and/or sexual violence can be found on the [Worcestershire Forum Against Domestic Abuse and Sexual Violence](#) website.
- The forum particularly recommends the use of the **Expect Respect** toolkit, a series of lesson plans designed to be used in schools with pupils from 5 – 18 and freely available from the [Women's Aid website](#).
- 20.8 **Self-harm and suicide prevention** – support for schools in dealing with the ever-growing problem of self-harm is available from CAMHS and the Education Psychology Service. The Samaritans have developed a programme for schools entitled DEAL (Developing Emotional Awareness and Learning) to support this issue. Further details can be found on their [website](#) or by contacting Pat Woolford at patw287@aol.com.
- The WSCB have also produced [suicide prevention guidance](#) for use when it is known or suspected that a pupil is planning to attempt suicide or has actually attempted suicide in the past. The guidance is available on the West Midlands Safeguarding Children website under [Local Procedures](#).
- 20.9 **Extremism and radicalisation** – definitions of extremism and radicalisation, and indicators of vulnerability to radicalisation are in Annex Five. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Schools should be clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Pupils must be encouraged to regard people of all faiths races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.
- The DfE have produced guidance for [academies](#), to ensure that fundamental British values are taught as part of the SMSC curriculum.
- The Association of Chief Police Officers (ACPO) have developed an on-line toolkit known as the Prevent Partner Dashboard. This is a cloud based resource bank of resources for

partner agencies to use in supporting the Prevent agenda. Schools will be able to use this to find suitable age-related materials to support the SMSC curriculum.

The Government have produced a [Prevent Training catalogue](#) which provides links to further training and resources for both staff and students.

21. Dealing with Allegations against Staff and Volunteers

- 21.1 The process of dealing with allegations of abuse against teachers and other staff is set out in Part 4 of Keeping Children Safe in Education.
- 21.2 All schools should have **procedures for dealing with allegations of abuse against staff**. Worcestershire Children's Services have produced HR guidance 'Allegations of Abuse against Teachers and other Staff – September 2015' in order to support schools in fulfilling their responsibilities.
- 21.3 This guidance should be used in respect of all cases in which it is alleged that a member of staff in a school or other educational establishment that provides education for children under 18 has:
- behaved in a way that has harmed, or may have harmed, a child;
 - possibly committed a criminal offence against, or related to, a child;
 - behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.
- 21.4 It is important to ensure that even **apparently less serious allegations** are seen to be followed up, and that they are examined objectively by someone independent of the organisation, i.e. the Senior Adviser for Safeguarding Children in Education or the Local Authority Designated Officer (LADO).
- 21.5 All allegations of abuse in a school should be reported to the **senior manager – i.e. the Headteacher**. When the allegation is against the Headteacher, it should be the Chair of Governors who takes the lead in any ensuing investigation. When the Headteacher (or Chair of Governors) receives an allegation of abuse, s/he should make initial enquiries to determine whether the allegation could possibly have occurred or to establish the facts of the allegation (a pro-forma for recording details of an allegation is available in Appendix B – Form 3).
- 21.6 The Headteacher should then consult with the Senior Advisor or LADO. **S/he should not investigate further or interview anyone at this stage.**
- 21.7 Together, the Headteacher and the Senior Advisor will consider:
- whether or not the threshold for a child protection investigation has been met;
 - when and how to inform the child's parents;
 - whether or not to tell the member of staff;
 - whether or not to suspend the member of staff;
 - any necessary safeguards to implement.
- 21.8 **Suspension is not automatic**; alternative should be considered. Suspension will only be considered when:
- a child or children are deemed to be at risk;
 - it is necessary to ensure the investigation is not impeded or prejudiced;
 - The allegation is so serious that dismissal for gross misconduct is a possible outcome.
- 21.9 If the threshold for a child protection investigation has been met, the HT will be asked to make a referral in to the Family Front Door. A **position of trust meeting (POT)** will then be convened as soon as practicable, if possible within 5 working days.
- 21.10 The purpose of the position of trust meeting is to:
- consider the allegation and any previous allegations;
 - consider the risk to the child and other children;
 - share information about the perpetrator and the child;
 - determine the need for a child protection enquiry and/or a criminal investigation;
 - establish a clear plan, with time scales.

- 21.11 The **possible outcomes** of a position of trust meeting are:
- no further action necessary;
 - police investigation of a possible criminal offence;
 - enquiries and assessment by Social Care about whether a child is in need of protection or services;
 - school investigation, supported by the Local Authority.
- 21.12 On occasions, allegations are made as a result of a **care and control incident** – i.e. a physical restraint. Once the Headteacher is aware that an allegation has been made, any further investigations into the child's behaviour must cease and the above procedures followed.
- 21.13 Occasionally, allegations are **false** or, more rarely, **malicious**. If this is thought to be the case, consideration of a referral to Social Care should be given or even disciplinary action against the child. The member of staff should be supported and consideration should be given as to arrangements in school to protect staff from further allegations.
- 21.14 All staff should be made aware of the school's **whistle blowing policy** and know how to report concerns regarding colleagues in respect of safeguarding children.
- 21.15 The NSPCC have introduced a [whistle blowing hotline](#) for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can also call 0800 028 0285.

22. Safer Recruitment and Selection of Staff

- 22.1 All schools will have a written recruitment and selection policy statement and procedures linking explicitly to the Safeguarding Children Policy, e.g.
(Name of school) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- 22.2 The statement will be included in all job advertisements, publicity material, recruitment websites, and candidate information packs. The recruitment process, should seek to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them.
- 22.3 The school staffing regulations require governing bodies of maintained schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training available on line on the [NSPCC website](#) or the equivalent (e.g. face to face training). Good practice indicates that this requirement should apply to all schools.
- 22.4 It is the responsibility of every school to hold secure evidence that its staff have had their identity, qualifications and criminal records checked. From 1st April 2007 schools must:
- have evidence that staff appointed before 1 March 2002 have been **checked against the barred list** held by the Disclosure and Barring Service (DBS);
 - have evidence that any staff, including volunteers, appointed on or after 1st March 2002, who work in regulated activity and have not had continuity of employment in the school or LA – i.e. a break of service longer than three months – have been subject to DBS enhanced disclosure and other designated recruitment checks;
 - maintain a **single central record** of recruitment and vetting checks covering all employed staff and others identified by the school as having regular contact with children. A suggested format for the single central record is provided by the DBS team.
 - check that teachers are not prohibited from teaching using the [NCTL Teacher Services](#) .
 - check that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State.
- 22.5 **Volunteers** – schools should recruit volunteers using the same processes for recruiting all school staff. If volunteers are supervised at all times they are not in regulated activity and therefore schools cannot check them against the barred list and there is no duty for an enhanced DBS check to be obtained on them, although they may choose to request one if they judge this to be necessary. If the volunteer is not in regulated activity the school should undertake a risk assessment and use their professional judgement and experience when

deciding whether to seek an enhanced criminal records check. Under no circumstances should a volunteer in respect of whom no checks have been obtained, be left unsupervised or allowed to work in regulated activity.

- 22.6 **Governors** in all schools are now required to have an enhanced criminal record certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity – e.g. as an unsupervised volunteer.
- 22.7 **Supply staff** - schools should have confirmation in writing from any Supply Teaching Agencies that they use that the correct checks have taken place. This must include, as necessary, a barred list check, prior to appointing that individual. Schools should carry out identity checks to confirm that the individual who arrives at the school is the person whom the agency intends to arrive there. If supply staff are employed directly by the school they should be checked in the same way as employees.
- 22.8 **Trainee/student teachers** – where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. As trainee teachers can undertake regulated activity, sometimes unsupervised, an enhanced DBS certificate and barred list check must be obtained. Where trainee teachers are fee-funded, it is the responsibility of the initial teacher training provider to carry out the necessary checks.
- 22.9 **Overseas staff** - schools must check to confirm these individuals have the right to work in the UK. Criminal records information should be sought from countries where individuals have lived or worked. Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office, is on Gov.uk. The DfE has also issued [guidance on the employment of overseas-trained teachers](#). Schools also need to check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed using the [NCTL Teacher Services](#) system.
- 22.10 **Contractors** - schools should have arrangements in place with contractors to make sure that the contractor, or any employee of the contractor, working at the school has been subject to the appropriate level of DBS checks, if any such check is required. Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken, should be supervised if they will have contact with children.
- 22.11 **Visitors** – schools do not have the power to request DBS checks and barred list checks, or ask to see DBS certificates, for visitors. However, schools are expected to carry out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children, learners and/or staff or to address assemblies. Headteachers should use their professional judgement about the need to escort or supervise visitors.
- 22.12 A list, entitled 'DBS Guidance – who needs to be DBS checked in Worcestershire schools' is available from the DBS team at the LA. Further guidance on safer recruitment is available in the HR Management Guidance 'Recruitment and Selection – October 2013' and in respect of DBS requirements on the Liberata website.

23. Safer Working Practice

- 23.1 The vast majority of adults working with children in education settings act professionally. They seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for children and young people in their care. However, recognising these aims is not always straightforward and can be open to misunderstandings on occasions, which may result in allegations being made by pupils against staff members. It is therefore important that staff have practical guidance about which behaviours constitute safe practice and which behaviours should be avoided.
- 23.2 In order to protect children and members of staff, staff should be reminded of their professional code of conduct and schools are encouraged to develop their own code of conduct to include all staff working in their establishment. This should cover appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

For further information refer to '*Guidance for safer working practice for those working with children and young people in education settings*' – Safer Recruitment Consortium, October 2015. Liberata have also produced a model Code of Practice within their document '*Guidance for Employees working in Worcestershire Schools – July 2015*'.

- 23.3 New staff should be provided with a summary of this guidance as part of their induction. This is available in leaflet form from Liberata entitled 'Safe Working Practices for Staff in Education Settings'. Training on safe working practice for existing staff should be part of their three-year update.
- 23.4 **Use of mobile phones and cameras** – Schools with Nurseries should have regard to the Early Years procedures for the use of mobile phones and cameras and ensure that these procedures are followed at all times (section 8 of the Yellow Folder). Schools may wish to adopt similar procedures, but in any case should be aware of the LA 'Guidance for the Use of Images in Settings' (available on the WSCB website, Safeguarding in Education section).
- 23.5 **E-safety** – Many children will use mobile phones and computers to access the internet and social media sites at some time. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, attempting to recruit young people to join extremist groups, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children should not be allowed to access these sites whilst in school. Some children will undoubtedly be 'chatting' on mobiles or social networking sites out of school and there are a number of resources available on the WSCB website including advice on the safe use of Facebook for both children and staff and guidance on 'sexting'. Schools should ensure that filters are in place to prevent pupils from having access to unsuitable material and should monitor all network and internet activity. The LA recommended monitoring software is Policy Central from Future Digital, which continually reviews and updates its libraries of words and phrases, so ensuring that the school is alerted when a pupil or member of staff attempts to access unsuitable material, whether it be sexual, abusive or extremist.

24. Ofsted Expectations

- 24.1 Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm. It relates to broader aspects of care and education, including:
- children's and learners' health and safety and well-being
 - the use of reasonable force
 - meeting the needs of children and learners with medical conditions
 - providing first aid
 - educational visits
 - intimate care and emotional well-being
 - online safety and associated issues
 - appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- 24.2 Safeguarding action may be needed to protect children and learners from:
- neglect
 - physical abuse
 - sexual abuse
 - emotional abuse
 - bullying, including online bullying and prejudice-based bullying
 - racist, disability, and homophobic or transphobic abuse
 - gender-based violence/violence against women and girls
 - radicalisation and/or extremist behaviour
 - child sexual exploitation and trafficking
 - the impact of new technologies on sexual behaviour, for example sexting
 - teenage relationship abuse

- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here, but that pose a risk to children, young people and vulnerable adults

24.3 **The Ofsted Inspection Framework** (September 2015) identifies how safeguarding will be inspected: *'Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this key aspect of a provider's work, inspectors will always make a written judgement under leadership and management in the report about whether or not the arrangements for safeguarding children and learners are effective.'*

Under the **effectiveness of leadership and management**, the grade descriptors identify outstanding practice:

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Under the **quality of teaching, learning and assessment**, the grade descriptors identify outstanding practice:

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

Under **personal development, behaviour and welfare**, the grade descriptors identify outstanding practice:

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental

well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.

24.4 Inspectors will request that the following information is available at the start of an inspection:

- the single central record of the checks and vetting of all staff working with pupils
- records and analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents
- a list of referrals made to the designated person for safeguarding in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- a list of all pupils who are open cases to children's services/social care and for whom there is a multi-agency plan
- up-to-date attendance analysis for all groups of pupils.

24.5 Further information on inspecting safeguarding is contained in ['Inspecting safeguarding in early years, education and skills settings – guidance for inspectors undertaking inspection under the common inspection framework'](#).

This document includes the following sections:

- Safeguarding and inspectors' responsibilities
- Definition of safeguarding
- The signs of successful safeguarding arrangements
- Evidence to look for when inspecting safeguarding arrangements
- Arriving at judgements about safeguarding arrangements
- Inspecting and reporting on safeguarding concerns
- Annex 1 – Safeguarding requirements for leaders and managers
- Annex 2 – Disclosure and Barring Service checks, Secretary of State prohibition orders and pre-appointment checks
- Annex 3 – The single central record
- Annex 4 – Safeguarding requirements in further education and skills providers that are not colleges
- Annex 5 – Inspection and health and safety, particularly in further education and skills providers

24.6 The code of conduct requires HMI to:

- take prompt and appropriate action on any safeguarding or health and safety issues. Inspectors have a duty to pass on disclosures that raise child protection or safeguarding issues and/or where serious misconduct or potential criminal activity is involved.

APPENDIX A

Required Training Pathways for Education Staff in Safeguarding Children Designated Safeguarding Lead and the Deputy DSL

Multi-agency Training Provided by WSCB

Induction Training (e-learning)

(Universal 'Awareness of child abuse and neglect')



Targeted Training – level 1 (1 day)

(Multi-agency – Working Together)



Targeted Training – level 2 (1 day)

(Multi-agency – Assessment & Intervention)



2 years – alternate with single agency refresher

Targeted Training – level 2 Refresher (½ day)

(Multi-agency – Refresher training)

Single Agency Training Provided by LA

The Role of the Designated Safeguarding Lead (1 day)



2 years – alternate with interagency refresher

The Role of the DSL Refresher Training (½ day)

Optional Training
Specialist Training (4 x 1 day) - WSCB
(Advanced Practitioner multi-agency training)

See WSCB website for details of multi-agency training (www.worcestershiresafeguarding.org.uk)

School Staff (including HT, part-time staff and volunteers) - provided by the DSL

Induction training

E-learning safeguarding + school's internal procedures or LA whole staff programme

Whole staff training

LA Whole Staff Training Programme (refreshed every 3 years)

Optional Training
Team Teach – Positive Handling Strategies training for Education Settings
Contact: Dee Milbery (Positive Behaviour Team Manager) on 07876 193853

Headteacher, Leadership Team and Governors

The Management of Allegations (1 day) – LA commissioned training

Safer Recruitment Training - provided on-line by the [NSPCC](http://www.nspcc.org.uk) or through an approved trainer such as CSO at createsaferorgs@btinternet.com tel: 07970 340846

WRAP (Workshop to Raise Awareness of Prevent) – arranged through WCC and/or facilitator trainers as required – contact LA for list of trainers and available dates

Governor Training - provided through Governor Services

Safeguarding Children in Education (Governors' Responsibilities) (2hrs)

Contact: Lucy Milner on 01905 678142 or primegovernortraining@babcockinternational.com

APPENDIX B

contains the following forms:

Form 1: Logging a Concern about a Child's Safety and Welfare – all staff and visitors

Form 2: Front Sheet: Child Protection / Welfare Concern Record

Form 3: Checklist for handling and recording allegations or complaints made against a member of staff or volunteer

Form 4: Chronology – log of incidents

Form 5: Log of concerns reported to the DSL

Risk Assessment and Management Plan for Children or Adults who present a Risk of Harmful Behaviour at a school or other educational establishment

Risk Assessment tool for young people engaged in potentially harmful sexting

Sexting – Response process for professionals

Initial Child Protection Conference Agenda

Agency Initial Child Protection Conference Form

Body Maps

Please photocopy the forms and use as required

FORM 1

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

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

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

Continuation Sheet**Incident /Concern; other relevant information; Action Taken; Outcome****PUPIL NAME:****DATE****DETAILS****Signature**

FORM 2

FRONT SHEET: CHILD PROTECTION / WELFARE CONCERNS RECORD

Date file started

Name of child

Any other names by which child known, if relevant

.....

Date of birth

Address

.....

..... Postcode

Family members i.e. parents / carers / siblings:			
Name	Relationship	Address	School details

Contact details of other professionals (e.g. key social worker, GP)		
Name	Agency	Address

Are any other child protection files held in school relating to this child or another child closely connected to him/her? YES/NO

10. LADO contacted: Yes Date: No

11. In no, reason why not
.....

12. Further actions advised by LADO:
.....
.....
.....

Checklist

Yes No

- Do you have details (either a written account or notes from a verbal account) of the alleged incident, signed and dated?
- Have you checked the incident could actually have taken place (i.e. was the child in the lesson; was the member of staff teaching the lesson that day)?
- Is there evidence of significant harm – e.g. a visible injury?
- Has a criminal offence taken place – e.g. has excessive force been used, that could be classed as an assault?
- Has the incident been reported to anyone else – e.g. the Police?
- Were there any witnesses to the incident – if so have you made a note of names?
- Are parents aware of the allegation?
- Is the member of staff aware of the allegation?
- Have you reported the allegation to the LADO (01905 843311)?

Remember, do not attempt to investigate the allegation yourself.

Your name and position:

Signature:..... **Date:**

Worcestershire County Council
Risk Assessment and Management Plan for Children or Adults who present a Risk of Harmful Behaviour at a school or other educational establishment

Risk is defined as 'uncertain prediction about future behaviour with a chance that the future outcome of the behaviour will be harmful or negative' (Kemshall, 1996)

Name of person presenting a risk:

School:

Family Composition:

	DOB	School
Father:		
Mother:		
Siblings:		

Address:

Other Agencies involved with family:

Agency	Key Contact
---------------	--------------------

Step One – Risk Assessment

Identification of Risk

What is the foreseeable risk?

Is the risk potential or actual?

Who may be affected by the risk?

Assessment of Risk

In which situations could the risk occur?

How likely is it that the risk will arise?

Who is likely to be harmed?

What harm is likely to be caused?

How serious are the outcomes?

Assessment completed by (name and role):

Signed:

Date:

Step Two – Risk Management Plan

The possible options, benefits and drawbacks of risk reduction need to be considered when formulating the risk management plan.

Measures to be employed

Proactive interventions to reduce risk:

Early interventions to manage risk:

Reactive interventions to respond to adverse outcomes:

Risk Management Plan agreed by:

Name	Agency	Role	Signature

The Risk Management Plan will also be shared with:

Name	Role	Signature	Date shared

An evaluation of the effectiveness of the Plan will be held on:

Step Four – Review of Risk Management Plan

Additional information relevant to the assessment of risk must also be noted at this review meeting as risks may increase/decrease on the basis of new information/ assessments completed by other agencies.

Agency/Worker's name	Information/Evaluation	Date

Effectiveness of:

Proactive interventions to prevent risks:

Early interventions to manage risks:

Reactive interventions to respond to adverse outcomes:

Actions for the future

Sexting in Schools

Risk assessment tool for young people engaged in potentially harmful sexting

Indicator of risk of harm	Factors to be considered	Concern Yes/No	Comments
The age of the child	Sexual activity at a young age is a very strong indicator that there are risks to the welfare of children, whether boy or girl, and possibly others. This is particularly relevant if one of the parties is pre-pubertal. Children under 13 cannot lawfully give consent to sexual activity and there is a presumption that they will be referred to children's social services.		
The level of maturity and understanding of the child	Is the child/young person competent to consent to the sexual activity? Is there a relationship of trust? A legal definition is provided at s27 Sexual Offences Act 2003.		
The child's living circumstances or background	Has a child in need [s17] or referral of child protection concern [s47] ever been made on any party? Do cultural or religious beliefs have an impact on their circumstances and/or sharing information?		
Coercion or bribery	Has the child been encouraged to exchange sex for favours or other inducements such as supply of alcohol or substances? Is there evidence of persuasion, emotional blackmail, threats or use of pornography?		
Familial child sex offences	At this stage of the assessment is any family member considered to be "a risk to children" or have convictions for sexual offences? Does the sexual partner fall within any of the following categories beyond the normal family relationships? Step-parent, foster parent, step sibling who live in the same household or have been regularly involved in caring for the child; or care workers such as nannies or au pairs if they live with or regularly care for the child.		

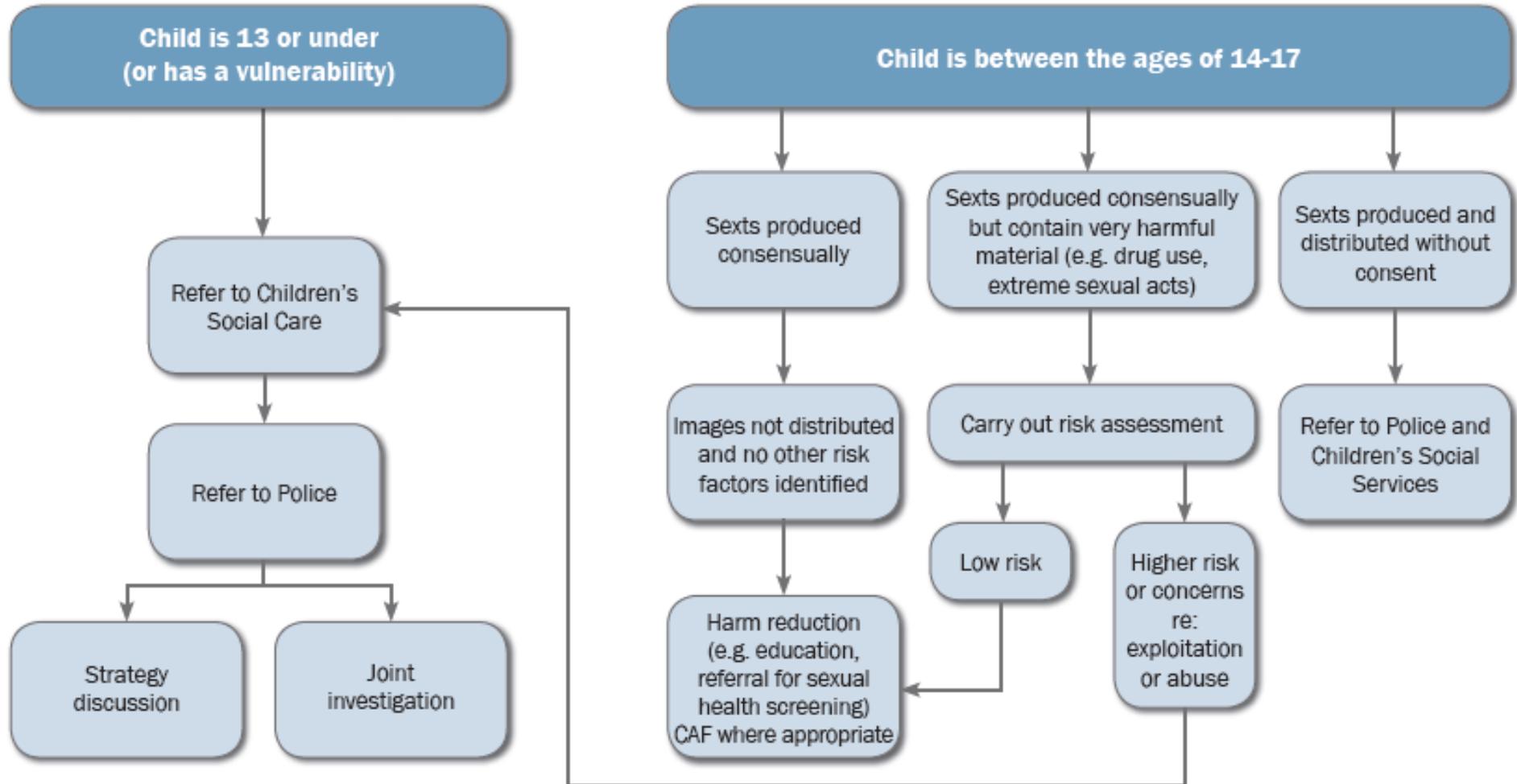
Sexting in Schools

Behaviour of the child	<p>Is the child withdrawn or anxious? Is there a pattern of 'casual' sexual relationships with different partners? Are there more than two other persons involved in the sexual activity?</p>		
The misuse of substances or alcohol as a disinhibitor	<p>The child or young person may be unaware or reluctant to acknowledge that alcohol or substances may be offered to facilitate sexual activity with them. The young person's own behaviour in misusing substances or alcohol may place the young person at increased risk of harm, as they may be unable to give informed consent.</p>		
Secrecy	<p>Has the sexual partner attempted to secure secrecy beyond what might be considered usual in a normal teenage relationship? Advice may need to be sought from a sexual health expert.</p>		
Power imbalance	<p>Is the relationship reasonably equal and consensual? Power imbalances can occur in many different forms including threats and aggression. Is there an age differential greater than 3 years?</p>		
Disability impeding choice	<p>Disabled children and young people are more likely to be abused than non-disabled children. However, disabled children and young people have a right to a private life, which should be respected. The Sexual Offences Act provides an offence of sexual activity against persons with a mental disorder impeding choice. See Home Office/Mencap guidance.</p>		

Sexting in Schools

Sexting – Response process for professionals

This flow chart (adapted from 'Medway Local Authority Response Process for Professionals') will help you make a decision about the actions you need to take



**WORCESTERSHIRE SAFEGUARDING CHILDREN BOARD
INITIAL CHILD PROTECTION CONFERENCE (ICPC)
AGENDA**

- The Chair will meet with the child/young person and parents/carers to explain the purpose of the conference and encourage their participation.

Introductions and ground rules

- The purpose of the conference will be explained to everyone; and
- The confidentiality and expected behaviour statement will be explained to everyone.

Discussion of Worries and Strengths from Reports/Views:

- The Social Worker will present the child/young person's wishes and feelings;
- The Social Worker will share worries/strengths
- Parent/carers will give their views about the worries and strengths
- Agencies will share worries, strengths and what needs to change.

Chair's Summary:

- Worries and strengths summary and application of threshold; and will ask
- Is the child suffering significant harm or likely to suffer significant harm?

Decision:

- Agencies will answer test questions as above and a decision will be made as to whether the child/young person should be made the subject of a Child Protection Plan.

Category of Harm (if applicable):

- Will be confirmed by the Chair.

What Needs To Change?

- All will state what needs to change for the outline plan

Core Group Stated and First Core Group Date Set (if applicable):

Review Date Set (if applicable)

End of conference

**In exceptional circumstances parents may be asked to leave the Conference whilst the police give restricted information. Conference members are reminded to distinguish facts from opinions when giving information. Comments that could be considered racist, sexist or discriminatory in any way will not be accepted.*



Agency Initial Child Protection Conference Form

FROM YOUR RECORDS, REPORTS AND KNOWLEDGE OF THIS FAMILY PLEASE COMPLETE THIS AND BRING 3 COPIES TO ICPC WITH YOU.

CONFIDENTIAL – The completed form contains personal data to be protected and processed in line with the Data Protection Act 1998.

Name of Agency		Name of Agency Worker		Role of Agency Worker	
-----------------------	--	------------------------------	--	------------------------------	--

Name of Child/ren		Address of Child/ren		Child/ren's DOB/EDD	
--------------------------	--	-----------------------------	--	----------------------------	--

Brief overview of agency involvement with child/family (1 paragraph - include history if it relates to significant harm or safeguarding concerns)

<p><u>WORRIES</u> (<i>Risks, concerns, issues including significant impairment to health and/or development, significant harm</i>)</p> <p>What are you worried about? What is the impact of these concerns on the child? Eg. We are worried about because.....</p>	<p><u>STRENGTHS?</u> (Protective factors, safety, positives)</p> <p>What are this family's/child's strengths Eg – extended family/basic care/works well with professionals</p>	<p><u>CHANGES</u> (you may want to add to this during ICPC)</p> <p>What needs to change to make the child safe? What can you contribute to help make the child safe?</p>
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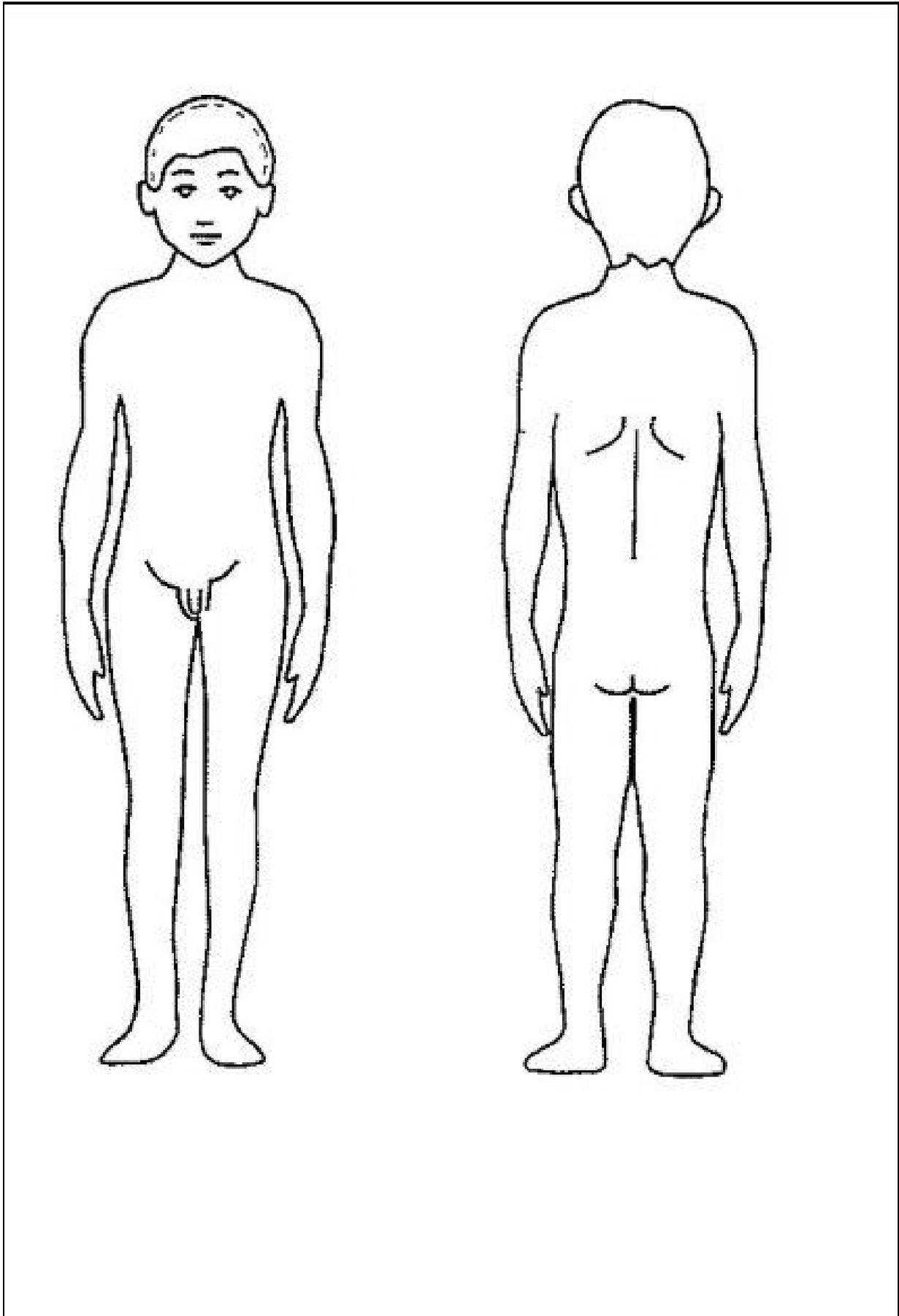
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**GREY AREAS (what don't we know about in order to make a judgement,
What don't you know or need to know more about- you may want to add to this during the ICPC)**

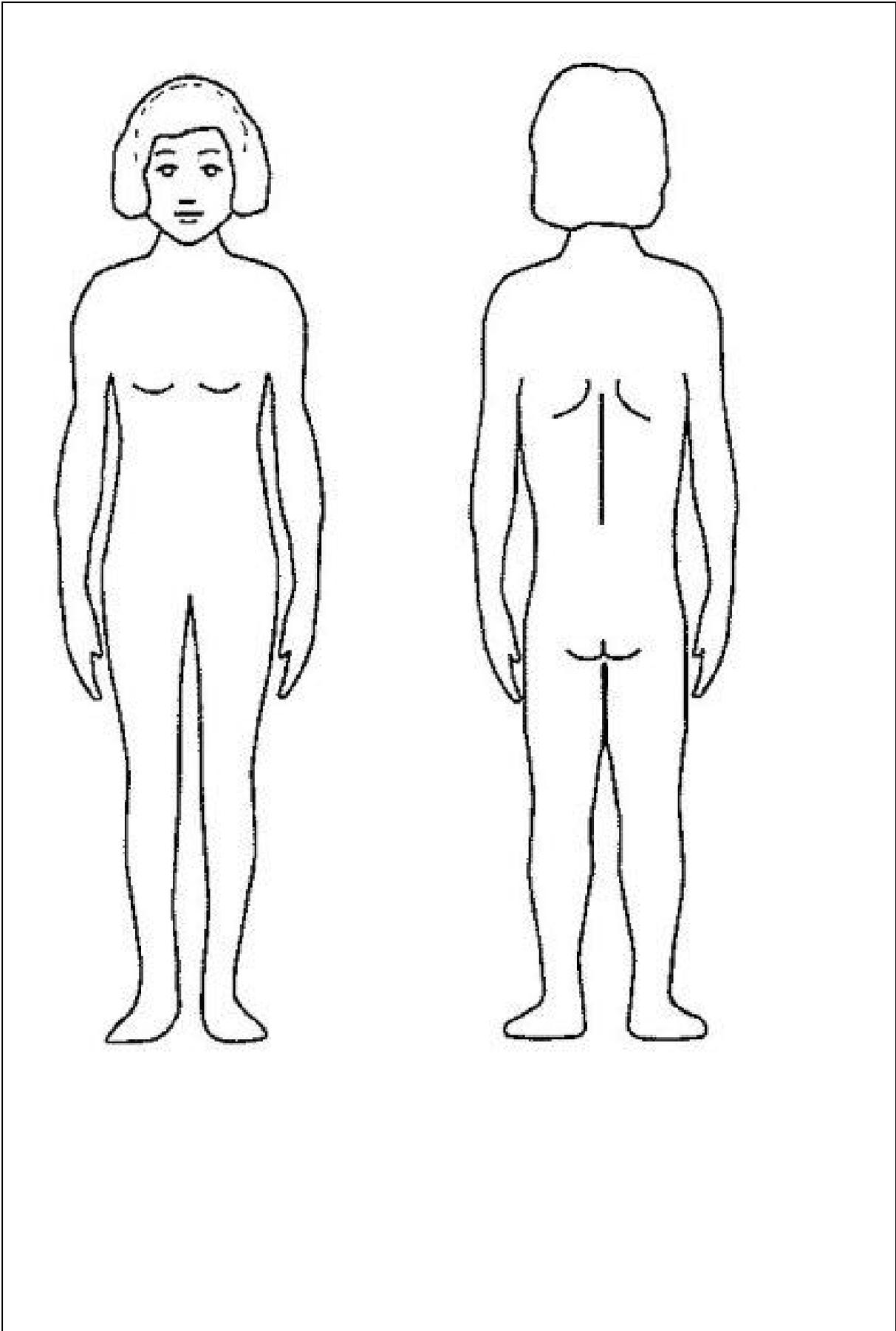
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Signed		Print Name		Date	
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Male Body Map



Female Body Map



APPENDIX C

Private Fostering and the role of schools

What is Private Fostering?

Private Fostering is an arrangement made, usually, between a child's parent and the private foster carer who becomes responsible for caring for the child.

Many children are cared for by people who are not their parents. The Children Act 1989 sets out which of these are private foster carers. By law, any person who is thinking of privately fostering a child must notify the local authority at least 6 weeks before the child comes to live with them.

If a child comes in an emergency, Children's Services must be notified within 48 hours.

When is a Child Privately Fostered?

- If the child is under 16 (or 18 if the child is disabled).
- If the child is living with someone who is not a close relative or someone with parental responsibility. A close relative is a grandparent, aunt or uncle, or sibling. A great aunt or cousin would be private fostering.
- If there is an intention to care for the child for longer than 28 days.

Some Examples of Private Fostering:

- A teenager moves in with a friend's family because they are not getting on with their own family.
- A young person's family move out of the area and the young person moves in with a neighbour to stay at the same school.
- A child lives with their father and his partner who are not married. The father leaves the home (for example is imprisoned), and the child stays with the partner.
- A young person stays with a host family while accessing education.

Why should Schools be aware of Private Fostering?

Following the death of Victoria Climbié (who was privately fostered), the Children Act 2004 tightened the legislation around privately fostered children to make local authorities more pro-active in their efforts to keep privately fostered children safe.

Private fostering comes within the remit of the Safeguarding Board and the Act places a duty on all agencies to keep children safe.

In Worcestershire, the majority of children that are privately fostered are teenagers and the arrangement is made in an emergency because of difficulties at home. An increasing number of children are also coming to schools in Worcestershire to access education.

Schools are in a good position to pick up on a child's change of address and carer.

What should a School do if they think a child is Privately Fostered?

Both parents and private foster carers have a legal duty to notify Children's Services. Very often it doesn't happen because they don't know of the requirement, so the first step is to remind them of their duty.

If you think that they will not do this, the school has a duty to notify Children's Services. It would be good practice, anyway, for a school to check with Children's Services to see if we know about an arrangement.

What do Children's Services do?

A social worker has to visit the child within 7 days and an assessment is made of the private foster carers, including an enhanced DBS. A senior manager signs off the arrangement and the child has to be visited every 6 weeks by a social worker.

It is possible to prohibit a carer from privately fostering.

Children's Services do not support the arrangement financially, but carers can apply for Child Benefit, tax credits, etc.

Conclusion

Many of the children who are privately fostered come from complex backgrounds and have experienced loss. The families they live with vary between providing a high standard of care to care that is barely "good enough".

They are a particularly vulnerable group of children, and that is why it's important for schools to be involved in keeping them safe by checking that Children's Services have been notified.

You can contact Children's Services in the following ways:

By telephone:

01905 822666

By email:

childrensteam@worcestershire.gov.uk

Find out more online:

<http://westmidlands.procedures.org.uk/pkplq/regional-safeguarding-guidance/children-living-away-from-home>

APPENDIX D

Allegations against Foster Carers

WHAT IS AN ALLEGATION?

1. An allegation against a foster carer is a statement to a professional (often a social worker, but may be a member of school staff) which gives information about treatment of a child which may constitute child abuse and is not consistent with the standards of care expected. Anyone can make an allegation against a foster carer, for example the fostered child, their parent(s), a neighbour.
2. An allegation can relate to one of the following categories:
 - neglect – e.g. not enough proper food, dirty clothes
 - emotional abuse – e.g. constant criticism, insufficient attention
 - physical abuse – e.g. any form of punishment which involves hitting, slapping, shaking
 - sexual abuse – e.g. inappropriate touching or behaviour.
3. A teacher or other member of school staff may hear about or witness an action which they believe may indicate abuse; in such a situation they would be making the allegation by passing the information on correctly.
4. **If a member of staff in a school or other education establishment is told about an allegation against a foster carer, or has information which gives rise to concern that the actions of a foster carer may constitute child abuse, that person must inform, or ensure that another member of staff informs, the child's social worker immediately. The Designated Teacher for Looked After Children must also be informed as soon as possible.**
5. Such an allegation can also be made against an adult member of the fostering household or the child of the foster carers and would be investigated in the same way.
6. If an allegation is made against another foster child in the home this would be managed through child protection procedures and not as an allegation against a foster carer. If it became clear during this investigation that there were issues concerning the care offered by the foster carer this would then be managed as a standards of care issue.
7. We expect high standards of care from foster carers and therefore actions by them may result in an allegation of abuse whilst the same action by a parent may not result in child protection procedures being followed. For example a smack by a parent may not be investigated through child protection procedures; however a smack by a foster carer is contrary to the regulations governing fostering and if an allegation is made there must be an investigation.
8. **It is the responsibility of the Worcestershire County Council Children, Families and Communities Directorate to ensure that all allegations of abuse by foster carers are looked into quickly and thoroughly in order to safeguard the child/ren. This process will be carried out internally if the foster carer is registered to Worcestershire County Council or in conjunction with another fostering services provider if the carer is registered elsewhere. In either case a swift and thorough response is important to ensure that we also deal fairly with the foster carer.**

9. As soon as the child's social worker becomes aware of an allegation against a foster carer they will inform their manager. It is the responsibility of the Safeguarding Team to manage the process of the child protection investigation.
10. The social care staff involved will need to decide whether or not it is safe for the child to continue to be placed with the foster carer.
- 11. It is essential therefore that information concerning an allegation is passed to the social worker immediately (i.e. within one hour) the concern is noted. In this way social care staff will have the maximum possible time to manage initial enquiries and where necessary make arrangements to move the child/ren.**
- 12. It is not acceptable to wait until the end of the school day to pass on information concerning an allegation.**
13. Many allegations against foster carers are 'unfounded', or 'unsubstantiated' (ie one person's word against another's). In very few cases it can be demonstrated that foster carers have acted abusively towards a child/ren. Foster carers find the process of having an allegation made against them very stressful and the fostering service (or Independent Fostering Agency if the carers are not registered to the local authority) offers them independent support. A full investigation will then be carried out to reach a conclusion as to whether they should continue to foster.

CONCERNS ABOUT FOSTER CARERS

1. Staff working in schools may have concerns about the behaviour of a foster carer which does not relate to a particular child, but which gives rise to concern about their suitability to act as foster carers.
2. In this case the child's social worker should be informed (as above). The child's social worker will then ensure that this information is passed on to the fostering service provider holding the registration of the carers, ie either to Worcestershire County Council's fostering service or to an Independent Foster Agency or other local authority.
3. The fostering service provider will then have a duty to investigate the concerns with the foster carer and take action as appropriate.



Safeguarding Children Policy

(including Child Protection)

(Insert School Name)

Committee:	
Approved:	
Next review date:	

School Details	
Safeguarding Governor	
Designated Safeguarding Lead	
Deputy Safeguarding Lead/s	

1. Introduction

- 1.1. 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' 2015 and 'Keeping Children Safe in Education' September 2016.
- 1.2. **(Insert School Name)** fully recognises its moral and statutory responsibilities for safeguarding and promoting the welfare of children.
- 1.3. Our policy applies to all staff, governors and volunteers working in the school.
- 1.4. There are five main elements to our policy:
 - Ensuring we practice safer 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.
- 1.5 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 are 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 PSHE and ICT, for children to develop the skills they need to recognise and stay safe from abuse and to know who they should turn to for help.
- 1.6 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;
 - Ensure that the child's thoughts/wishes and feelings are recorded on all referrals.

2. Procedures

- 2.1 We will follow the procedures set out by the [Worcestershire Safeguarding Children Board \(WSCB\)](#) and take account of guidance issued by the Department for Education (DfE).
- 2.2 The school will:
 - Ensure it has a senior leader nominated as Designated Safeguarding Lead (DSL) who has received appropriate training and support for this role;
 - Ensure it has at least one member of staff who will act in the absence of the DSL (deputy DSL);
 - Ensure it has a nominated governor responsible for safeguarding children;
 - 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 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 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, and maintain an attitude of 'it could happen here';
 - Ensure all staff and volunteers understand their responsibility for referring any concerns to the DSL or Headteacher 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;
 - Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and publishing its policy on the school website;
 - 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;
 - 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 DfE and the WSCB 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 the DBS and/or National College for Teaching and Leadership if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
 - Operate safer recruitment practice, ensuring that at least one member on every recruitment panel has completed safer recruitment training.
- 2.3 Our procedures will be regularly reviewed and updated at least annually unless an incident or new legislation or guidance requires the need for an interim review. 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

- 3.1 When staff join our school they will be informed of the safeguarding children arrangements in place. They will be given a copy of this policy including its Appendices, part 1 and Annex A of Keeping Children Safe in Education, the school's code of conduct and told who the DSL is, who acts in their absence and what this role includes;
- 3.2 All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.

- 3.3 All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and deputy/ies and informed of the school's procedures in reporting concerns.
- 3.4 All staff will receive training in child protection and safe working practice, updated every three years, in line with WSCB guidance. In addition, they will receive safeguarding and child protection updates as required, but at least annually.
- 3.5 Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years. In addition to formal training the DSL and deputy/ies will update their knowledge and skills via WSCB newsletters, briefings, meetings and seminars, at regular intervals, at least annually.
- 3.6 Staff with leadership responsibilities will undertake further relevant training in safeguarding related issues such as CSE, FGM, Radicalisation (WRAP training), Management of Allegations of Abuse and cascade the learning from this training to the rest of the staff.

4. Responsibilities

- 4.1 The Governing Body will nominate a member to be responsible for safeguarding children and liaise with the DSL and or Headteacher in matters relating to safeguarding. It will ensure that:
 - the DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;
 - the DSL role is explicit in the role holder's job description;
 - safeguarding policies and procedures are in place, available to parents on the school website or by other means and reviewed at least annually;
 - mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education;
 - an annual report on the effectiveness of the school's safeguarding procedures is presented to the governing body and submitted to WSCB to meet s175/157 requirements;
 - 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 people from being drawn into terrorism.
- 4.2 The Headteacher will ensure that:
 - The Safeguarding policies and procedures are fully implemented and followed by all staff
 - Sufficient 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.

4.3 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, whole staff training, refreshed at least every 3 years 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 Headteacher and Safeguarding Governor, an annual audit of safeguarding procedures, using the County safeguarding checklist or similar;
- Making use of the Levels of Need guidance when making a decision about whether or not the threshold for Early Help or Social Care intervention is met;
- Referring a child to the Family Front Door, when there are concerns about possible abuse and neglect;
- Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;
- Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;
- Ensuring all child protection records are kept securely, separate from the main pupil file, and in locked 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;
- 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 'missing children' procedures;
- Developing effective links with relevant agencies and other professionals and co-operating 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 promotion of fundamental British values.

5. Procedures for Managing Concerns

- 5.1 Our school adheres to child protection procedures that have been agreed locally through the Worcestershire Safeguarding Children Board (WSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the [West Midlands Safeguarding Children Procedures](#) and the [WSCB Levels of Need Guidance](#).
- 5.2 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.
- 5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access

support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

- 5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.5 The 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 staff.
- 5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1 for pro-forma).
- 5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- 5.8 All referrals will be made in line with [local procedures](#) as detailed on the [Worcestershire website](#).
- 5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.
- 5.10 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 Headteacher are all unavailable;
 - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point they should contact Children's Services directly with their concerns.

5.12 **Peer on peer abuse**

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting (see Appendix 7). Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding 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.

Where the abuse is physical, verbal, bullying or cyber-bullying, sanctions will be applied in line with our Behaviour and Anti-Bullying policies. Where a child discloses safeguarding allegations of a sexual nature against another pupil in the same setting, the DSL should refer to the West Midlands Safeguarding Children procedures website (section 3.3) and seek advice from the Family Front Door or Community Social Worker before commencing its own investigation or contacting parents. This may mean, on occasions, that the school is unable to conduct its own investigation into such incidents.

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 or [West Mercia Rape and Sexual Abuse Support Centre](#) 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 other pupils in the school by means of a risk assessment (see Appendix B of the LA's Safeguarding Children in Education – Child Protection Procedures for a pro-forma.)

5.13 **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 things like bullying without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.14 **Child Sexual Exploitation (CSE)**

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

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

5.15 **'Honour Based' Violence**

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. 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 Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#) (October 2015).

5.16 **Radicalisation and Extremism**

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 [WSCB 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.

6. Information Sharing & Confidentiality

- 6.1 We recognise that all matters relating to child protection are confidential.
- 6.2 The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.
- 6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 6.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

7. Communication with Parents

- 7.1 We recognise that good communication with parents is crucial in order to safeguard and promote the welfare of children effectively.
- 7.2 We will always undertake appropriate discussion with parents prior to involvement of another agency **unless to do so would place the child or an adult at further risk of harm or would impede a criminal investigation.**
- 7.3 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.

8. Record Keeping

- 8.1 Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse, will 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 timed, dated and signed, with name printed alongside the signature. Concerns will be recorded using the school's safeguarding children recording system.
- 8.2 All records of a child protection nature will be passed to the DSL including case conference or core group minutes and written records of any concerns. Child protection records are kept securely and transferred in a safe and timely manner when a child moves school.
- 8.3 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.

9. Supporting Children

- 9.1 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.
- 9.2 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.
- 9.3 We are aware that research shows that at school their behaviour may be challenging and defiant or they may be withdrawn.
- 9.4 The school will endeavour to support all children by:
 - Encouraging self-esteem and self-assertiveness through the curriculum, as well as promoting respectful relationships, challenging bullying and humiliating behaviour;
 - Promoting a positive, supportive and secure environment giving pupils a sense of being valued;
 - A consistently applied school behaviour policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred;

- Liaising with other agencies that support the pupil such as Children's Social Care Services, Child and Adult Mental Health Service (CAMHS), Educational Psychology Service and those agencies involved in the safeguarding of children;
- The use of Early Help Services, through the Family Front Door, when appropriate;
- Notifying Children's Social Care Services immediately there is a significant concern;
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the child's new setting.

10. Supporting and Supervision of Staff

- 10.1 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.
- 10.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support such as counselling or regular supervision, as appropriate.
- 10.3 We will enable supervision for the DSL through network meetings, direct consultation with the Senior Adviser or Consultant Social Workers in order to promote best practice and challenge unsatisfactory or poor practice.
- 10.4 In order to reduce the risk of allegations being made against staff, and ensure that staff are competent, confident and safe to work with children, they will be made aware of safer working practice guidance and will be given opportunities in training to develop their understanding of what constitutes safe and unsafe behaviour.

11. Safer Recruitment and Selection of Staff

- 11.1 The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.
- 11.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.
- 11.3 All staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK.
- 11.4 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.
- 11.5 Our governors are subject to an enhanced DBS check without barred list check.
- 11.6 The school maintains a single central record of recruitment checks for audit purposes.
- 11.7 Any member of staff working in regulated activity prior to receipt of a satisfactory DBS check will not be left unsupervised and will be subject to a risk assessment.
- 11.8 Volunteers who are not working in regulated activity, will be supervised at all times.

12. Allegations against staff

- 12.1 We acknowledge that a pupil may make an allegation against a member of staff.
- 12.2 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 Headteacher, unless the allegation concerns the Headteacher, in which case the Chair of Governors will be informed immediately. Where the Headteacher is the sole proprietor, the allegation will be reported directly to the Local Authority Designated Officer (LADO).
- 12.3 The Headteacher (or Chair of Governors) on all such occasions will discuss the content of the allegation with LADO, prior to undertaking any investigation.

- 12.4 The school will follow the DfE, [West Midlands Safeguarding Children](#) and [LA procedures](#) for managing allegations against staff, a copy of which is available in school.
- 12.5 The case manager will be guided by the LADO in all matters relating to the case, including suspension, sharing of information and any follow up investigation.

13. Whistleblowing

- 13.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 13.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues using the school's confidential reporting (whistleblowing) policy.
- 13.3 Whistleblowing concerns about the Headteacher should be raised with the Chair of Governors. Where the Headteacher is also the sole proprietor, concerns should be reported directly to the Local Authority Designated Officer (LADO).
- 13.4 Staff will be made aware that if they feel unable to raise a child protection failure internally, they can contact the [NSPCC whistleblowing helpline](#).

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

- 14.1 We recognise that listening to children is an important and essential part of safeguarding them 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.
- 14.2 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 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 procedures are readily available.

15. Positive Physical Intervention

- 15.1 Our policy on positive handling is set out in our behaviour policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.
- 15.2 We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.
- 15.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, or equivalent.
- 15.4 All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures.
- 15.5 We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

16. Abuse of Position of Trust

- 16.1 We recognise that as adults working in the school, we are in a relationship of trust with pupils in our care and acknowledge that it could be considered a criminal offence to abuse that trust.
- 16.2 We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.
- 16.3 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.

17. Looked After Children

- 17.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL 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.

18. Children Missing Education (CME)

- 18.1 We recognise that a child going missing from education is a potential indicator of abuse or neglect.
- 18.2 Our procedures for dealing with children that go missing from education are based on the [Local Authority](#) and [West Midlands Safeguarding Children procedures](#).
- 18.3 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.
- 18.4 We will ensure that we report children missing education to the LA CME officer, in line with statutory requirements.

19. Racist Incidents

- 19.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school.

20. Anti-Bullying

- 20.1 Our policy on anti-bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All incidences of bullying, including cyber-bullying, sexting, racist, homophobic and gender-related bullying, will be dealt with in accordance with our anti-bullying policy. We recognise that children with special needs and/or disabilities are more susceptible to being bullied. We maintain a log of bullying incidents in school.
- 20.2 We recognise that there will be occasions when bullying incidents will fall within child protection procedures or may be deemed criminal activity and that it may be necessary to report the concerns to the Family Front Door or to the Police.

21. E-safety

- 21.1 All members of staff are trained in and receive regular updates in e-safety and recognising and reporting concerns.
- 21.2 Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils, governors and parents).
- 21.3 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.
- 21.4 We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.
- 21.5 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.

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

- 22.1 The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our 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.
- 22.2 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 LA in the case of Looked After Children).
- 22.3 Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

23. Staff/pupil relationships

- 23.1 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.

24. Health & Safety

- 24.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, for example when undertaking school trips and visits.
- 24.2 Risk Assessments are undertaken and reviewed regularly, in respect of site security, risk of children being drawn into terrorism or exposed to extremist behaviour, risk to and from children displaying harmful behaviour.

25. Safe Environment

- 25.1 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.
- 25.2 The school has adequate security arrangements in place in respect of the use of its grounds and buildings by visitors both in and out of school hours.
- 25.3 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.

26. Private fostering arrangements

- 26.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.
- 26.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
- 26.3 Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.
- 26.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Services as soon as possible.
- 26.5 If we become aware of a privately fostering arrangement, we will check that Children's Services have been informed.

27. Challenge and Escalation

- 27.1 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.
- 27.2 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.
- 27.3 We are aware of the [WSCB escalation procedures](#) for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

28. Monitoring and Evaluation

- 28.1 Our Safeguarding Children policy and procedures will be monitored and evaluated by:
- Completion of the annual safeguarding audit;
 - Completion and return to the LA/WSCB of the annual safeguarding report to the Governing Body;
 - Pupil surveys and questionnaires;
 - Discussions with children and staff;
 - Scrutiny of data and risk assessments;
 - Scrutiny of the school's single central record of recruitment checks;
 - Scrutiny of Governing Body minutes;
 - Monitoring of logs of bullying/racist/behaviour incidents and PPI records;
 - Supervision of staff involved in child protection;
 - Case file audits undertaken by the DSL and the WSCB.

29. Other Relevant Policies

- 29.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond basic child protection procedures.
- 29.2 The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:
- Staff Code of Conduct
 - Allegations of Abuse against Teachers and other Staff
 - Complaints Procedure
 - Behaviour Management including Positive Physical Intervention
 - Anti-Bullying, including cyber-bullying
 - Special Educational Needs
 - Trips and visits
 - First aid and the administration of medicines
 - Health and Safety
 - Intimate Care
 - Sex and Relationships Education
 - Safe and Appropriate Use of Images
 - Equal Opportunities
 - E-safety and Acceptable Internet Use
 - Whistleblowing (Confidential Reporting)
 - Preventing Extremism and Radicalisation

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

APPENDIX 1

FORM 1

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

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

Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.

PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD

Continuation Sheet

Incident /Concern; other relevant information; Action Taken; Outcome

PUPIL NAME:

DATE

DETAILS

Signature

APPENDIX 2

Recognition & Identification of Abuse

Taken from Working Together to Safeguard Children 2015, 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. They may be abused by an adult or adults, or another child or children.

Indicators of Abuse

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

EMOTIONAL ABUSE

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

Emotional abuse is difficult to:

- define
- identify/recognise
- prove.

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

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc.')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Unusual physical behaviour (rocking, hair twisting, self-mutilation) - consider within the context of any form of disability such as autism
- Extremes of passivity or aggression
- Children suffering from emotional abuse may be withdrawn and emotionally flat. One reaction is for the child to seek attention constantly or to be over-familiar. Lack of self-esteem and developmental delay are again likely to be present
- Babies – feeding difficulties, crying, poor sleep patterns, delayed development, irritable, non-cuddly, apathetic, non-demanding
- Toddler/Pre-School – head banging, rocking, bad temper, 'violent', clingy. From overactive to apathetic, noisy to quiet. Developmental delay – especially language and social skills
- School age – Wetting and soiling, relationship difficulties, poor performance at school, non-attendance, antisocial behaviour. Feels worthless, unloved, inadequate, frightened, isolated, corrupted and terrorised
- Adolescent – depression, self-harm, substance abuse, eating disorder, poor self-esteem, oppositional, aggressive and delinquent behaviour
- Child may be underweight and/or stunted
- Child may fail to achieve milestones, fail to thrive, experience academic failure or under achievement

- Also consider a child's difficulties in expressing their emotions and what they are experiencing and whether this has been impacted on by factors such as age, language barriers or disability

NEGLECT

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

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

Neglect can often fit into six forms which are:

- Medical – the withholding of medical care including health and dental.
- Emotional – lack of emotional warmth, touch and nurture
- Nutritional – either through lack of access to a proper diet which can affect in their development.
- Educational – failing to ensure regular school attendance that prevents the child reaching their full potential academically
- Physical – failure to meet the child's physical needs
- Lack of supervision and guidance – meaning the child is in dangerous situations without the ability to risk assess the danger.¹

Common Concerns:

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

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

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

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

School staff need to consider both acts of *commission* (where a parent/carer deliberately neglects the child) and acts of *omission* (where a parent's failure to act is causing the neglect). This is a key consideration with regard to school attendance where parents are not ensuring their child attend school regularly.

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

Here are some signs of possible neglect:

Physical signs:

- Constant hunger
- Poor personal hygiene

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

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

Behavioural signs:

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

PHYSICAL ABUSE

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

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

Staff must be alert to:

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

Physical signs:

- Bald patches
- Bruises, black eyes and broken
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Scalds and burns
- General appearance and behaviour of the child may include:
 - Concurrent failure to thrive: measure height, weight and, in the younger child, head circumference;
 - Frozen watchfulness: impassive facial appearance of the abused child who carefully tracks the examiner with his eyes.
- Bruising:

- Bruising patterns can suggest gripping (finger marks), slapping or beating with an object.
- Bruising on the cheeks, head or around the ear and black eyes can be the result of non-accidental injury.
- Other injuries:
 - Bite marks may be evident from an impression of teeth
 - Small circular burns on the skin suggest cigarette burns
 - Scalding inflicted by immersion in hot water often affects buttocks or feet and legs symmetrically
 - Red lines occur with ligature injuries
 - Retinal haemorrhages can occur with head injury and vigorous shaking of the baby
 - Tearing of the frenulum of the upper lip can occur with force-feeding. However, any injury of this type must be assessed in the context of the explanation given, the child's developmental stage, a full examination and other relevant investigations as appropriate.
 - Fractured ribs: rib fractures in a young child are suggestive of non-accidental injury
 - Other fractures: spiral fractures of the long bones are suggestive of non-accidental injury

Behavioural signs:

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

SEXUAL ABUSE

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

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.

Assessment

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

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

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

APPENDIX 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 CHECKLIST²

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

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

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

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.

All schools should ensure that there is a dedicated lead person with responsibility for implementing local guidance in respect of child sexual exploitation. This would normally be the DSL.

The DSL must ensure they are aware of the guidance on Child Sexual Exploitation on the WSCB website: <http://www.worcestershire.gov.uk/cms/safeguarding-our-children/child-sexual-exploitation.aspx>

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

APPENDIX 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.

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

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

What you might see in school

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

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

What schools can do

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

For many victims, the school might be the one place that they visit without their abusive partner.

It would help if schools displayed posters or had cards/pens available with information about domestic abuse and contact details for useful agencies: for example, NSPCC **0808 800 5000** and ChildLine **0800 11 11**; Parentline **0808 800 2222**; Worcestershire's Forum Against Domestic Abuse and Sexual Violence (WFADSA) 24 hr. helpline: **0800 980 3331**, [website](#).

West Mercia Constabulary - Police Domestic Abuse Units 101.

Research shows that the repeated use of physical, sexual, psychological and financial abuse is one of the ways in which 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

Background

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

School action

On receiving this information, the DSL should:

- Log the information and keep the record alongside other information/concerns that the school has on this child/family, with all other confidential CP records in a secure place. This will allow the school to recognise any pattern and/or frequency of notifications and take appropriate action. **Please note that school may receive further communication about this same incident, once further assessment of the situation has been undertaken by Police – be careful not to log this as a separate incident.**
- Inform any staff of notification on a ‘need to know’ only basis – e.g. class teacher/form tutor.
- Alert all staff who teach pupil/student with minimum of information – e.g. ‘This pupil/student may need extra support / may need extra time to complete homework’.
- Monitor pupil/student behaviour in school (including attendance) and should concerns arise which may be attributed to the impact of the incident, consult with Social Care through the Family Front Door as the concerns may be significant and lead to new safeguarding action, or to seek advice on how to proceed.
- Provide appropriate support for child, **if required** – do not question pupil/student about the incident. Respect the child's decision on whether or not they wish to discuss the situation.
- Provide appropriate support for adult, **if asked** – e.g. helpline number (0800 980 3331) or [website address](#).

Bear in mind

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

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

APPENDIX 5

Forced Marriage – a form of Domestic Abuse

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

A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. 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 16th 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.
- 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 WSCB website.

Ref: WSCB regional procedures '[Forced Marriage](#)' and [Worcestershire's Forced Marriage, Honour-Based Violence and Female Genital Mutilation Protocol – January 2016](#).

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

Is it illegal?

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

The act makes it illegal to:

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

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

Signs, symptoms and indicators

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

Things that may point to FGM happening:

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

Things that may indicate a child has undergone FGM:

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

What should schools do?

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

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

It is important to keep in mind that the parents may not see FGM 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 experimental³:

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

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

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

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

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

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

The National Police Chiefs Council (NPCC) has made clear that incidents involving youth produced sexual imagery should primarily be treated as safeguarding issues. Schools may respond to incidents without involving the police. Where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting rules and National Crime Recording Standards, to record the incident on their crime systems. The incident will be listed as a 'crime' and the young person involved will be listed as a 'suspect.' ***This is not the same as having a criminal record.***

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

³ Reprinted from Wolak and Finkelhor 'Sexting: a Typology' March 2011

Action to take in the case of an incident of sexting

Step 1 – Disclosure by a student

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

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

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

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

Step 2 – Searching a device

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

When searching a mobile device the following conditions should apply:

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

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

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

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

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

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

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

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

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

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

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

Step 4 – Who should deal with the incident?

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

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

Step 5 - Deciding on a response

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

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

If indecent images of a child are found:

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

Step 6 – Contacting other agencies (making a referral)

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

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

Step 7 – Containing the incident and managing pupil reaction

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

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

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

Step 8 – Reviewing outcomes and procedures to prevent further incidences

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

Further information is available from the [NSPCC](#)

APPENDIX 8

RADICALISATION AND EXTREMISM

What is Prevent?

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

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

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

Warning Signs/Indicators of Concern

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

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

Factors which may make pupils more vulnerable may include:

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

Pupils who are vulnerable to radicalisation may also be experiencing:

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

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

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

Referral Process

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

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

If concerns persist, then the DSL should complete the Channel Referral Form (available from the WSCB website) and submit to the Family Front Door via a Cause for Concern Notification, normally with the knowledge and consent of the young person.

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

Further information can be found in the [WSCB regional procedures](#).