# Safeguarding & Child Protection Policy

# September 2025

*Holyhead School*
*Central Region Schools Trust*
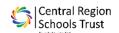
| Version | Date | Details |
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| 1.0 | 1st September 2025 | KCSiE 2025 Compliant |
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Approved by Chair's Action, 4th August 2025

**Ratified by the Governing Body: 23rd September 2025**

**Signed by the Chair of the Governing Body:**

**To be reviewed (annually):** September 2026

## Details of the Version Changes

| Page No | Section, if applicable | Details of the change/amendment etc |
|---|---|---|
| 13 | 8 | Role of Virtual School Head |
| 22 | 16 | DfE guidance 'Working Together to improve school attendance |
| 24 | 18 | Harmful sexual behaviour - DSL role |
| 25 | 20 | Online Safety - content paragraph |
| 27 | 21 | Cyber Crime |
| 28 | 25 | Alternative Provision |
| 35 | 34.6<br>34.8 | Children with additional needs<br>Suspension & Permanent Exclusion |
| 40 | Appendix 1 | Recognition & Identification of Abuse |
| 54 | Appendix 4 | Updated email addresses |
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**Central Region Schools Trust Safeguarding and Child Protection Policy Statement**

The Central Region Schools Trust and all of its schools fully recognises its responsibilities for safeguarding children and young people. We are committed to safeguarding and promoting the welfare of all students by protecting children from maltreatment; preventing the impairment or development of mental and physical health and by ensuring that children are growing up in circumstances consistent with the provision of safe and effective care. This is in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002; and in line with government publications; "Working Together to Safeguard Children" (most recent guidance) and Keeping Children Safe in Education 2024.

The Central Region Schools Trust is committed to meeting its moral and statutory responsibility, ensuring that robust procedures are in place, outlining the actions that it will take to prevent harm, to promote wellbeing, to create safe environments and to respond to specific issues and vulnerabilities. Safeguarding determines the actions taken to keep children safe and protect them from harm in all aspects of their school life to ensure they have the best outcomes. This is underpinned by a culture of openness where both children and adults feel secure, able to talk, and believe that they are being listened to.
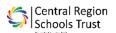
The Central Region Schools Trust maintains an attitude of 'it could happen here' and expects that all staff, visitors and volunteers share and demonstrate their commitment to protecting children. In addition to the 'central register', all schools are required to maintain a single central record to provide reassurance that all staff and volunteers are recruited safely.

The Central Region Schools Trust is committed to the following safeguarding key principles:
● Responsibility to safeguard and promote the welfare of children is of paramount importance
● All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
● All staff, volunteers, Local Academy Governing Body/Board (LAGB) Members and Trustees must share this commitment
● All staff, volunteers, LAGB Members and Trustees have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or at school
● When concerned about the welfare of a child, staff members are to always act in the interests of the child
● Where there is a safeguarding concern, schools will ensure, where reasonable and appropriate, that the child's wishes and feelings are taken into account. Children will be clear about the ways they can report abuse and that their concerns will always be taken seriously
● We commit to a whole school approach to safeguarding
● Students and staff involved in child protection issues will receive appropriate training and support

The Central Region Schools Trust expects that each school will follow the West Midlands Safeguarding procedures and adhere to guidance provided by Local Authority Children's Services departments. Crucially, there may be safeguarding issues that are specific to their local area and communities.

This policy outlining the local procedures for each of the schools across the Trust will be made available on the school websites. They have been developed to ensure compliance with legislation

including Section 175 the Education Act 2002, Section 11 of the Children's Act 2004, Working Together to Safeguard Children July (most recent guidance), Keeping Children Safe in Education September 2024.  All schools are expected to follow the escalation policy if they have concerns about the management of a case by Birmingham Children's Trust.

The Child Protection and Safeguarding policy works in conjunction with other relevant policies in place at both Trust and at a local level, safeguarding the interests and welfare of children e.g. recruitment and selection, anti-bullying, confidential reporting (Whistleblowing), health and safety, special education needs and disabilities, equality policy and staff code of conduct.

The Central Region Schools Trust has the following roles and responsibilities in place to ensure that all Academies are compliant and have a strong safeguarding culture:

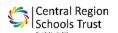| Roles | Responsibilities |
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| Safeguarding Trustee (ST) | A Trust Board member who has an oversight of Trust-wide safeguarding and reports directly to the Board. |
| Executive Safeguarding Lead (ESL) | A member of the executive team who has an oversight of Trustwide safeguarding and leads on the development of the CRST safeguarding policy. |
| CRST Director of Safeguarding | A lead DSL who takes responsibility for peer audits, the DSL peer network and who liaises closely with the ST and ESL. |
| LAGB Safeguarding Link | A member of the LAGB who has an oversight of safeguarding in their individual school and reports back to the LAGB. They also have the Safeguarding Trustee as point of contact to the Trust Board. |
| Designated Safeguarding Lead/s | Member/s of staff responsible for safeguarding and child protection within their individual school. They liaise closely with key stakeholders, such as their staff, Principal, Safeguarding Link Governor and relevant external agencies. |

Our policy applies to all staff (teaching and non-teaching) including those from the executive and central team, peripatetic, supply staff, contract staff and third-party contractors, members, trustees, governors, volunteers and visitors in the Trust.

Rather than duplicating content from Keeping Children Safe in Education (September 2024) in this policy, it should be understood that the Trust will always refer to KCSIE and West Midlands Safeguarding Procedures as the benchmark for all safeguarding practice and decision-making.

Governance

The Central Region Schools Trust Safeguarding Trustee oversees the governance arrangements for Safeguarding and is a point of contact for the LAGB's Safeguarding Link Governors.  The Central Region Schools Trust Safeguarding Trustee meets with the CRST Director of Safeguarding and the Executive Safeguarding Lead at the end of each term to evaluate the outcomes of scheduled audits and checks. The Safeguarding Trustee reports a summary of findings at the full Board meeting.

The LAGB are responsible for the implementation of the Safeguarding and Child Protection Policy at school level. Safeguarding will be included on the agenda and monitored at every full LAGB meeting.

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Each LAGB is required to have a Safeguarding Link Governor to provide feedback at LAGB meetings. The Safeguarding Link Governor meets regularly with the School's Designated Safeguarding Lead (DSL) to discuss:
● Safeguarding peer audits or external reviews
● Risks/vulnerabilities
● Compliance issues
● The effectiveness in the application of practices
● Any lessons that can be shared and
● Best practice.

The Supporting Structural and Quality Assurance Arrangements

| Focus | Process |
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| Quality Assurance | Each School has an external review of safeguarding practice once every two years. This is carried out by an expert safeguarding consultant.<br><br>One Term after the review the CRST Safeguarding Lead will carry out a review of the action plan instigated as a result of the review.<br><br>One year after the review, a peer review of safeguarding practice will be conducted by DSLs from across the Trust.<br><br>If serious concerns are raised in peer audits or external checks, they will be shared immediately with the Executive Lead for Safeguarding who will inform the Safeguarding Trustee and the Executive Leadership Team. |
| Strategic oversight and connection with the Trust Board | The Safeguarding Trustee meets with the Executive Leader for Safeguarding and the CRST Safeguarding Lead on a termly basis to evaluate findings from audits and checks and to monitor LAGB meeting minutes. Findings will be reported back to the full Board. |
| LAGBs | LAGB Safeguarding Link Governors meets with DSL in school on a termly basis and/or is part of the audits/checks. LAGB Safeguarding Link can contact the Safeguarding Trustee if they have concerns in relation to safeguarding in their individual school. Safeguarding a standing agenda item to be discussed at each LAGB meeting. |
| Peer support and collaboration | Half-termly meetings led by the CRST Safeguarding Lead for School DSLs |
| Other duties (including statutory) | The Central Region Schools Trust Safeguarding & Child Protection policy is reviewed and updated annually or as and when required.<br><br>The Central Region Schools Trust OSCR protocols are in place, and reviewed as and when required, to ensure compliance in this area. |

The DSLs across the Central Region Schools Trust meet and network on a half-termly basis, to pool expertise, knowledge and experience in the development and application of policies and procedures, to share good practice and to develop and embed best practice. This ensures that the core competences on child protection and safeguarding matters are being fully utilised, the DSLs network

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supports the development and growth of a centre of excellence on safeguarding matters across the Trust.

## Policy Review

The Safeguarding and Child Protection Policy will be reviewed and agreed as a minimum on an annual basis. This may be more frequent if national guidance requires ensuring that key statutory requirements are incorporated.

## Local Arrangements

The following section contains local arrangements and procedures for Safeguarding and Child Protection.

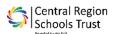| | |
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| Chief Executive Officer (CEO) | Guy Shears |
| CRST Safeguarding Trustee | Eric Griffiths |
| CRST Executive Leader for Safeguarding | Ian Mellor |
| CRST Safeguarding Lead | Scott Crane |
| Designated Safeguarding Lead | Debbie Denny |
| Principal | Dave Knox |
| Chair of LAGB Board | Sajid Hussain |
| Safeguarding Link Governor | Sarah Allen |
| Deputy DSL(s) | Dave Beale, Fas Khan, Makeda Jeffers, Sam Parker, Tina Edwards, Sas Seniaray, Abida Khatun, Kelli Robinson, Nicky Malcolm, L. Cain, L. Williams, A. Jabeen |
| Single Point of Contact (SPOC) | Debbie Denny |
| Designated Teacher for Looked after Children | Debbie Denny |
| Online Safety Lead | Debbie Denny |
| Local Authority Designated Officer (LADO) | ladoteam@birminghamchildrenstrust.co.uk |
| Safeguarding in Education Advisor | Birmingham Education Support Services |
| Channel Panel Chair | Stuart.lowe@birminghamchildrenstrust.co.uk |
| Birmingham Children's Trust | 0121 303 1888 |

# Holyhead School – Statement of Context

Analysis of referrals made to the safeguarding team show that the most common areas of concerns raised are around:

- Domestic Abuse

- Emotional Health

- Mental Health


Statistics show that that the most common crimes in the local area are:

- Violence and Sexual offences

- Vehicle crime

- Burglary

- Other theft

- Criminal damage and arson

- Anti-social behaviour

Source www.crime-statistics.co.uk (April 2025)

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| | Holyhead School – Statement of Context | 5 |

## Part 2: The Key Procedures

## Part 3: Quality Assurance, Learning from Cases and Continuous Improvement

## Appendices

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# PART ONE: SAFEGUARDING POLICY

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| **1.0   INTRODUCTION**<br><br>Safeguarding and promoting the welfare of children is defined as –<br><br>● providing help and support to meet the needs of children as soon as problems emerge<br>● Protecting children from maltreatment; whether that is within or outside the home, including online<br>● Preventing impairment of children's mental and physical health or development;<br>● Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and<br>● Taking action to enable all children to have the best outcomes.<br>● Children include everyone under the age of 18 | *This means that our School is committed to safeguarding and promoting the welfare of all its students.  We believe that:*<br><br><br>● *Our children/young people have the right to be protected from harm, abuse and neglect*<br>● *Our students have the right to experience their optimum mental and physical health*<br>● *That every child has the right to an education and children/young people need to be safe and to feel safe in school*<br>● *Children/young people need support that matches their individual needs, including those who may have experienced abuse*<br>● *Our children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs*<br>● *Our children/young people should be encouraged to respect each other's values and support each other*<br>● *Our students have the right to be supported to meet their emotional,  social and mental health needs as well as their educational needs.  Our school will ensure clear systems and processes are in place to enable identification of these needs.  Including consideration of when mental health needs may become a safeguarding need.*<br>● *Our School will contribute to the prevention of exploitation, extreme behaviours, risk/involvement in serious violent crime discriminatory views and abuse, victimisation, bullying (including all forms of prejudice-based and discriminatory bullying), risk-taking behaviours*<br><br>*All staff and visitors have an important role to play in safeguarding children/young people and protecting them from abuse.* |
| Trusts will fulfil their local and national responsibilities as laid out in the following documents:<br><br>● *The most recent version of **Working Together to Safeguard Children** (DfE)*<br>● *The most recent version of **Keeping Children Safe in Education**: Statutory guidance for Schools and colleges (DfE)*<br>● ***West Midlands Safeguarding Children Procedures***<br>● ***The Education Act 2002** s175*<br>● *UK-GDPR (Jan 2021) and the Data Protection Act 2018 https://uk-gdpr.org/* | *In our school the following people will take the lead in these areas:*<br><br>*Our Lead DSL is:*<br>*D.Denny (0121 523 1960 EXT 15124)*<br><br>*Our Safeguarding Governor is: Sarah Allen*<br><br>*Our Designated teacher for Looked after children is:*<br>*D.Denny (0121 523 1960 EXT 15124)*<br><br>*Our Data Protection officer is:* |

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| ● *Mental Health & Behaviour in Schools.* https://www.gov.uk/government/publications/mental-health-and-behaviour-in-Schools--2<br>● *Protecting Children from Radicalisation: The Prevent Duty, 2023*<br>● *Relationships education, relationships and sex education (RSE) and health education*<br>● *Voyeurism offences act 2019*<br>● *Children missing education*<br>● *Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)* https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018<br>● Meeting digital and technology standards in schools and colleges, | *Andrew Bowen*<br><br>*Our school lead is;*<br>*Mark Giudici (0121 523 1960 EXT 15160)*<br><br>*Our lead for Mental Health lead is:*<br>*K. Robinson (0121 523 1960 EXT 15144))*<br><br>*Our Operations Encompass Key Adult:*<br>*D. Beale (0121 523 1960)* |

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| **2.0 OVERALL AIMS**<br><br>This policy will contribute to the protection and safeguarding of our students and promote their welfare by:<br>　　● *Adopting a whole school approach safeguarding*<br>　　● *Making clear the need for ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development in school*<br>　　● Clarifying standards of behaviour for staff and students<br>　　● Contributing to the establishment of a safe, resilient and robust ethos in the Trust, built on mutual respect and shared values<br>　　● Include opportunities in the curriculum for students to develop the skills they need to recognise and stay safe from abuse and know who they should turn to for help.<br>　　● Encouraging students and parents to participate;<br>　　● Alerting staff to the signs and indicators that all may not be well<br>　　● Developing staff awareness of the causes of abuse<br>　　● Developing staff awareness of the risks and vulnerabilities their students face<br>　　● Addressing concerns at the earliest possible stage; and<br>　　● Reducing the potential risks students face of being exposed to violence, extremism, exploitation, discrimination or victimisation.<br>　　● Recognising risk and supporting Online Safety for students, including in the home. | *This means that in our School we will:*<br><br>*Have a staff Code of Conduct -: see School website*<br>*Have a student behaviour policy-: see school website*<br>*Have a Complaints procedure-: see School website*<br><br>● *Identify and protect all students especially those identified as our vulnerable students*<br>● *Identify individual needs as early as possible; gain the voice and lived experience of vulnerable and*<br>● *Develop plans to address those needs*<br>● *Work in partnership with students, parents/carers and other agencies.*<br><br>*Our policy extends to any organisation the School commissions to deliver education to our students on our behalf including alternative provision settings.*<br><br>*Our Governing Bodies will ensure that any commissioned agency will reflect the values, philosophy and standards of our Trust. Confirmation should be sought from the schools that appropriate risk assessments are completed and ongoing monitoring is undertaken.* |

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| **3.0 DATA PROTECTION, INFORMATION SHARING AND CONFIDENTIALITY**<br><br>● We recognise that all matters relating to child protection are confidential. The Trust is fully aware of the obligations which the Data Protection Act 2018 and the UK-GDPR (Jan 2021) places on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. However, | *In our Trust:*<br><br>*'Details of our Data Protection Officer' can be found in the Trusts' Data Protection Policy'*<br><br>*All our staff receive an annual refresher on the DfE's data protection guidance for schools* |

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| ● The Data Protection Act 2018 and UK-GDPR (Jan 2021) do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children<br>● The Principal or DSL will disclose any information about a student to other members of staff on a need to know basis only.<br>● All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.<br>● All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.<br><br>● Safeguarding and Child Protection information will be dealt with in a confidential manner.<br>● Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the Trust will not keep family files. Files will be kept for at least the period during which the student is attending a school in the Trust, and beyond that in line with current data legislation and guidance.<br><br>If a student moves from our school, Child Protection and Safeguarding records will be forwarded on to the DSL at the new educational setting, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two settings may be necessary, especially on transfer between schools. | *Data Protection Officer:*<br><br>*Although we use CPOMS and store our records electronically we do still hold paper files.*<br><br>***We will not disclose to a parent any information held on a child/young person if this would put the child at risk of significant harm***<br><br>*We will record where and to whom the records have been passed and the date. This will allow the new setting to continue supporting victims of abuse and have that support in place for when the child/ young person arrives.* |
| **4.0 EXPECTATIONS**<br><br>All staff and visitors will:<br><br>● Be familiar with this Safeguarding & Child Protection Policy<br>● Understand their role in relation to safeguarding<br>● Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators)<br>● Record concerns and give the record to the DSL, or deputy DSL, and<br>● Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.<br>● Be involved, where appropriate, in the implementation of individual school-focused interventions, Early Help assessments and Our Family Plans, Child In Need Plans and inter-agency Child Protection Plans | *This means that in our School:*<br><br>*All our staff will receive annual safeguarding training and update briefings as appropriate. Key staff will undertake more specialist safeguarding training as agreed by the Governing Body. This will include online safety training (which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities relating to filtering and monitoring)*<br><br>*Our Trustees & Governors will be subjected to an enhanced DBS check and 'section 128' check.*<br><br>*All staff in leadership & management positions are subject to a 'section 128' check*<br><br>*We will follow Safer Recruitment processes and checks for all staff.* |
| **5.0 HUMAN RIGHTS ACT** | *This means that in our School:*<br><br>*All students will be treated equally and with respect.* |

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| The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.<br><br>Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights \| Equality and Human Rights Commission (equalityhumanrights.com).<br><br>Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK (www.gov.uk). For further information Equality Act guidance \| Equality and Human Rights Commission (equalityhumanrights.com).<br><br>The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools.<br><br>The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. | *Our staff understand that being subjected to harassment, violence and/or abuse may be a breach of human rights.*<br><br>*Our staff understand the specific convention rights that are applicable to Schools*<br>*We ensure that our whole Governing bodies are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements'* |
| **6.0  THE DESIGNATED SAFEGUARDING LEADS  (DSLs)**<br><br>● The DSL will be a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated.<br>● DSLs should work closely with teachers to promote educational outcomes where they have safeguarding or child protection concerns.<br>● Governing bodies and proprietors should ensure that the DSL role is explicit in the role-holder's job description and appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties. Organising child protection induction training for all newly appointed staff, whole staff training, refreshed with annual updates;<br>● 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;<br>● Undertaking, in conjunction with the Headteacher and Safeguarding Governor, an annual audit of safeguarding procedures.<br>● Making use of the Levels of Need guidance when making a decision about whether the threshold for Early Help or Social Care intervention is met; | *Any steps taken to support a child/ young person who has a safeguarding vulnerability must be reported to the lead DSL and or deputies.*<br><br>*Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family.*<br><br>*A written record will be made of what information has been shared, with whom, and when.*<br><br>*Where children leave our School, the designated safeguarding lead will ensure their child protection file is transferred to the new School or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead will ensure secure transit, and confirmation of receipt should be obtained, this will be transferred separately from the main student file.* |

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| ● Referring a child to Children's Social Care, when there are concerns about possible abuse and neglect;<br>● Referring a child to the Channel Panel when there are concerns about possible radicalisation or involvement in extremist groups;<br>● Keeping written records of concerns about children, including the use of body maps, even where there is no need to refer the matter immediately;<br>● Notifying the key worker if there is an unexplained absence of more than two days of a student who is subject to a child protection plan;<br>● Monitoring unauthorised absence, particularly where children go missing on repeated occasions, reporting concerns in line with 'missing children' procedures;<br>● Liaise with the Principal to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to be assisted by an appropriate adult while a student is being questioned or detained by the police (to support, advise and assist); **PACE Code C 2019.**<br>● 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;<br>● Contributing to assessments and providing a report to initial and review conferences which has been shared with parents first, whenever possible;<br>● Coordinating 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.<br>● **The Principal in a school will be kept informed of any significant issues by the DSL. The CEO will also be kept informed where there are concerns related to the executive and central teams.**<br>● **The DSL will take lead responsibility for Online Safety including understanding the filtering and monitoring systems in place. Schools will have regard to the DFE guidance on** **Meeting digital and technology standards in schools and colleges.** | *The receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.*<br><br>*Ensure that students being questioned or detained by the police are assisted by an appropriate adult, who will ensure that the police act properly and fairly to respect the young persons rights and entitlements, and inform an officer of the rank of inspector or above if they consider that they are not.*<br><br>*See Annex C KCSiE 2024 for full details of role* |
| **7.0   MENTAL HEALTH**<br>● KCSiE also writes about the impact of abuse, neglect, or other potentially traumatic adverse childhood experiences on mental health, behaviour and education.<br>● Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one' | *In our School this means that:*<br>● *All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;*<br>● *all staff are made aware of the signs and symptoms of possible mental health concerns and how to report them;*<br>● *All Staff will take immediate action and speak to a DSL if they have a mental health concern about a child that is also a safeguarding concern.* |

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| Mental health support<br><br>Additional information has been added to help schools prevent and tackle bullying and support students whose mental health problems manifest themselves in behaviour.<br><br>Department for Education (DfE) (2017) Preventing bullying.<br><br>https://www.gov.uk/government/publications/preventing-and-tackling-bullying<br><br>Department for Education (DfE) (2018) Mental health and behaviour in schools<br><br>https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2<br><br>At Holyhead School the Senior Mental Health Lead will be supported by the senior leadership team. | *● We take seriously our organisational and professional role in supporting and promoting mental health and wellbeing of children/young people through:*<br>*● **Prevention**: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping students to be resilient so that they can manage the normal stress of life effectively. This will include teaching students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;*<br>*● **Identification:** recognising emerging issues as early and accurately as possible;*<br>*● **Early support:** helping students to access evidence based early support and interventions; and*<br>*● **Access to specialist support**: working effectively with external agencies to provide swift access or referrals to specialist support and treatment*<br><br>*School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.*<br><br>*Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or the Mental Health Lead.* |

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| **8.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN & THE ROLE OF THE VIRTUAL SCHOOL HEAD**<br><br>● The Governing body must appoint a designated teacher (in non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4-6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children/ young people who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.<br>● The Local Authority Virtual School Head also holds non-statutory responsibilities for all children with a social worker, and to promote the educational achievement of all children in Kinship Care.<br>● Designated teachers will have responsibility for promoting the educational achievement of children/young people who have left | *In our school the Designated Teacher is:*<br>*Debbie Denny*<br><br>*Our Designated Teachers will:*<br>*● Work with the Virtual School to provide the most appropriate support utilising the student premium plus to ensure they meet the needs identified in the child's personal education plan.*<br>*● Work with the virtual headteacher to promote the educational achievement of previously looked after children, children with a social worker and children in Kinship Care.*<br><br>*Our school will work with partners to effectively identify the needs of children with a social worker and ensure they can access interventions that make a difference to their education.*<br><br>*DSLs will keep the details of the Birmingham Children's Trust Personal Advisor appointed to guide and support the care leaver and will liaise with* |

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| care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. | *them as necessary regarding any issues of concern affecting the care leaver.* |
| ● Birmingham Children's Trust and other local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the Birmingham Children's Trust will support the care leaver to participate in education or training. | *The Virtual School Headteacher has non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker.* |

Promoting the educational outcomes of children with a social worker

- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.
- Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children.
- *The role of the VSH will have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of children with a social worker.*
- VSH should identify and engage with key professionals such as Designated Safeguarding Leads, social workers, Principals, governors, SEN lead, including Designated Social Care Officers for SEND, where they exist, to help them understand the role they have in improving outcomes for children.

| **9.0  THE GOVERNING BODY /TRUSTEES** | *In our school this means that:* |
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| Governing Bodies and proprietors have strategic responsibility for the schools safeguarding arrangements and therefore should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare; | *The Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with safeguarding are discharged. The Trust Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team. The Trust board will ensure that:* |
| ● The Trust operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers (including members of the governing body) | ● arrangements are in place to carry out functions in respect of safeguarding and promoting the welfare of children and have regard to statutory guidance by the Secretary of State; |
| ● The Principals and all other staff who work with children/young people undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained | ● all schools in the Trust meet their duties with regard to Safeguarding and Child Protection; |
| ● Temporary staff and volunteers are made aware of the Trust's arrangements for safeguarding & child protection and their responsibilities | ● ensure that there is a single central record of all staff and others who work in the schools; |
| ● The Trust remedies any deficiencies or weaknesses brought to its attention without delay; and | ● ensure that policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare, e.g. safeguarding children policy (including child protection), staff code of conduct etc; |
| ● The Governing body have a written policy and procedures for dealing with allegations of abuse against members of staff, | |

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- visitors, volunteers or governors in line with KCSIE 2022 and Local Safeguarding Partnership procedures.
- The Nominated Governor is responsible for liaising with the Principal and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- Extended school activities
- Where the Governing Body provides services or activities directly under the supervision or management of Trust staff, the Trust's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the Trust on these matters where appropriate. If the school becomes aware/receives an allegation of an incident whilst a third-party was using the school premises, the school will follow its usual safeguarding procedures, including informing the LADO where appropriate.

  In relation to the above, the Trust will have regard to the DFE guidance on Keeping children safe in out-of-school settings.

- The Governing Body will ensure appropriate safeguarding responses are put in place for students who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.

- ensure all schools have a Designated Safeguarding Lead (DSL) and deputy(ies) and that they have undergone training within the last two years;
- they monitor the work of the Trust Safeguarding and SEND Lead;
- a Designated Teacher is appointed to promote the educational achievement of children who are looked after, that they have the skills, knowledge and understanding necessary to keep Looked After Children safe, and that the information they need in relation to the child's looked after status, his/her care arrangements and the levels of authority delegated to the carer by the authority looking after him/her is made available to them;
- any weakness brought to its attention relating to safeguarding are remedied without delay and 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;
- ensure that children are safeguarded from harmful and inappropriate online material by ensuring that appropriate filters and monitoring systems are in place;
- ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. The training should be regularly updated;
- follow guidance from the government regarding recruitment and appointment of new members, trustees and governors; and
- all allegations of abuse against the Chief Executive Officer (CEO) are reported to the LADO in a timely manner by the Chair of the Trust Board.

*Our nominated Trustee for Safeguarding and Child Protection is: Eric Griffiths*

*The Governing Body will review all policies/procedures that relate to safeguarding and child protection annually.*

*The Local Academy Governing Body (LAGB) for each of our schools will nominate a member to take leadership responsibility for safeguarding children who will liaise with the DSL and/or the Principal in matters relating to safeguarding. It will ensure that:*

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| | <ul><li>the DSL takes lead responsibility for safeguarding and child protection and does not delegate this responsibility;</li><li>the DSL's and deputy DSLs' role is explicit in the role holders' job descriptions;</li><li>safeguarding responses are put in place in cases where children go missing *or absent* from education;</li><li>mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part I of Keeping Children Safe in Education;</li><li>termly reports on the effectiveness of the school's safeguarding procedures are presented to the Local Academy Governing Body;</li><li>any returns requested by the LA (e.g. s 175/157 audit, CSE audit) are completed in a timely manner to enable the LA to meet its statutory duties;</li><li>any weaknesses brought to its attention relating to safeguarding are remedied without delay; and</li><li>it complies with all legislative duties, including the duty to *personally* report suspected or known cases of FGM and the duty to prevent young people from being drawn into terrorism.</li></ul>*Our nominated Trustee for Safeguarding and Child Protection is:Eric Griffiths*<br><br>*Our nominated Governor for Safeguarding and Child Protection is:*<br>*Sarah Allen*<br><br>*This Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.*<br><br>*All governors/trustees must as a minimum have read part 2 and Annex B & C of "KCSIE-24"*<br><br>*.* |

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| **10.0 SAFER RECRUITMENT & SELECTION**<br><br>The Trust should pay full regard to 'Safer Recruitment' practice including scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.<br><br>It also includes undertaking interviews and appropriate checks including disclosure & barring check, barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record. | *This means that in our School:*<br><br>*The Trust will have a written recruitment and selection policy statement and procedures linking explicitly to this policy.*<br><br>*The following will undertake safer recruitment training updated every three years: all members of the Trust's executive and central team, all members of the senior leadership team in each school and at least one governor in each school and a trustee.* |

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| As part of the shortlisting process schools and colleges should consider conducting an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.<br><br>Criminal history and suitability to work with children information should only be requested from applicants who have been shortlisted.<br><br>All recruitment materials will include reference to the Trust's commitment to safeguarding and promoting the wellbeing of students. | *The following school staff have undertaken Safer Recruitment training:*<br>*1 Dave Knox*<br>*2 Sadash Banger*<br>*3 Kelli Robinson*<br>*4 Andrew Bowen*<br>*5 Dinesha Reddy*<br>*6 Debbie Denny*<br>*7 Darren Lovell*<br>*8 Afifa Ahmed*<br><br>*One of these members of School staff will be involved in all staff recruitment processes and sit on the recruitment panel.*<br><br>*We will inform shortlisted candidates that online searches may be carried out as part of pre-recruitment checks.*<br><br>*Volunteers not working in regulated activity will always be supervised.*<br><br>*Volunteer risk assessments will be completed for all volunteers.* |

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| **10.1 Induction**<br>All staff must be aware of systems within their setting which support safeguarding and these should be explained to them as part of staff induction.<br><br><br><br><br><br><br><br><br><br><br>**10.2 Training**<br>The Trust recognises that because of the day to day contact with children Trust staff are well placed to identify concerns at an early stage. It is vital that all staff are able to recognise signs and indicators across a spectrum of abuse. | *Our staff induction process will cover:*<br>● *The Safeguarding & Child Protection policy;*<br>● *The Behaviour Policy;*<br>● *The Staff Code of Conduct;*<br>● *Safeguarding & Child Protection training (including online safety) which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities relating to filtering and monitoring.*<br>● *The safeguarding response to children who go missing/absent from education; and*<br>● *The role of the DSL (including the identity of the DSL and any deputies).*<br>● *Part One and Annex B of KCSIE*<br><br>*Copies of policies and a copy of the KSCIE-24 document is provided to staff at induction.*<br><br><br><br>*All staff will receive training in child protection and safe working practice. In addition, they will receive safeguarding and child protection updates as required, but at least annually. This will include online safety training (which amongst other things, includes an understanding of the expectations,* |

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| | *applicable roles and responsibilities relating to filtering and monitoring)* |
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| | *Staff will be expected to have read the information in advance of starting work at Holyhead School.* |
| | *Before they have any direct contact with students, all new staff and governors will receive induction training in safeguarding children. This will include online safety training (which amongst other things, includes an understanding of the expectations, applicable roles and responsibilities relating to filtering and monitoring)* |
| | *Staff employed to be part of the executive and/or central team will follow the induction training in safeguarding children held in one of the schools at which they are based or if based centrally follow the safeguarding induction programme provided by HR.* |
| | ***The Trust safeguarding lead will deliver any updates to the executive and central teams.*** |
| **10.3     Supervision** <br> Regular supervision will be offered to the Lead DSLs and Deputy DSL's within the Trust, usually half-termly and may be extended to other members of staff as deemed appropriate by the Trust. | *We recognise the importance of practice oversight and multiple perspectives in safeguarding and child protection work. We will support staff by providing opportunities for reflective practice including opportunity to talk through all aspects of safeguarding work within education with the DSL and to seek further support as appropriate.* |

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| **11.0 THE USE OF REASONABLE FORCE**<br><br>There are circumstances when it is appropriate for staff in the school to use a physical intervention to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children/young people. This can range from guiding a child/young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child/young person needs to be restrained to prevent violence or injury.<br><br>'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. Departmental advice for schools is available here:<br>https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools | *This means in our School:*<br><br>*We will have a behaviour policy*<br><br>*By planning positive and proactive behaviour support the occurrence of challenging behaviour and the need to use physical intervention will reduce.*<br><br>*We will write individual behaviour support plans for our more vulnerable children/ young people,and agree with parents and carers.*<br><br>*We will not have a 'no contact' policy as this could leave our staff unable to fully support and protect their students.*<br>*Staff who are likely to need to use physical intervention will be appropriately trained.*<br><br>*When using reasonable force in response to risks presented by incidents involving children/young people including any with SEN or disabilities, or with medical conditions, our staff will consider the risks carefully.* |

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| **12.0 THE SCHOOL ROLE IN THE PREVENTION OF ABUSE**<br><br>This Safeguarding & Child Protection Policy cannot be separated from the general ethos of the Trust, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.<br><br>**All our staff** should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.<br><br>Safeguarding issues, including online safety, child on child abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through all areas of the curriculum in an age-appropriate way. | *This means that in our School:*<br><br>*All staff will be made aware of our school's unauthorised absence and children missing from education procedures.*<br><br>*We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.*<br><br>*We ask our staff to maintain 'professional curiosity' at all times and share any safeguarding concerns with the DSL or Deputy DSL without delay*<br><br>*All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, will be inter-linked to ensure a whole School approach.*<br><br>*All staff will be made aware of our School's unauthorised absence and missing from education procedures.*<br><br>*We recognise the particular vulnerability of children who have a social worker.* |
| **13.0 WHAT WE WILL DO IF WE ARE CONCERNED – EARLY HELP ASSESSMENT** | *This means that in our School:*<br><br>*Implement Right Time Right Help* |

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| Our school adheres to child protection procedures that have been agreed locally through the Birmingham Children's Safeguarding Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with the westmidlands.procedures.org.uk/ and the Levels of Need/Thresholds Guidance . <br><br> Where unmet needs have been identified for a child/ young person utilising the Levels of Need/Threshold Guidance but there is no evidence of a significant risk, the DSL will oversee the delivery of an appropriate **Early Help** response. <br><br> The child/young person`s voice must remain paramount within a solution focused practice framework. <br><br> The primary assessment document is the 2021 Early Help Assessment (EHA) <br><br> Should it be felt that a Think Family or Social Care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required. <br><br> The school will utilise the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help Conversation Log. <br><br> The DSL will then oversee the agreed intervention from school as part of the multi agency safeguarding response and ongoing school-focused support. | *All Staff will notice and listen to children and young people, sharing their concerns with the DSL in writing via the school's safeguarding recording systems, CPOMS. However if the student is at immediate risk of harm this will need to be done face to face with the DSL initially and then followed up with the completion of CPOMS.* <br><br> *This will be completed as soon as possible and passed to the DSL/DDSL, timed, dated and signed by the member of staff.* <br><br> *Safeguarding leads will assess, plan, do and review plans* <br><br> *Senior leaders will analyse safeguarding data and practice to inform strategic planning and staff CPD* <br><br> *The DSL will generally lead on liaising with other agencies. Any multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.* <br><br> *In our School although any member of staff can refer a situation to Children's Services, it is expected that the majority are passed through a DSL team* |

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| **14.0   SAFEGUARDING OF STUDENTS VULNERABLE TO RADICALISATION** <br><br> With effect from 1st July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015).  This is known as The Prevent Duty. Guidance issued in 2023 states that the first objective of Prevent has been changed to "tackle the ideological causes of terrorism". The ideological component of terrorism is what sets it apart from other acts of serious violence. <br><br> 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. <br><br> Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4. <br><br> **14.1 Risk Reduction** <br> The school governors, Principal and the DSL assess the level of risk within the school and put actions in place to reduce that risk. They will also determine the type and most effective personnel who the appropriate members of staff are and how frequently training should occur. Assessment of risk accurately reflects and accounts for local | *This means that in our School:* <br><br> *We value freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Students and teachers have the right to speak freely and voice their opinions.* <br> *Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group is part of our School's safeguarding duty* <br><br> *We are clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation from any group (including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements) is part of our School's safeguarding duty.* |

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| risk and threat, and are proportionate based on setting size and provision.<br><br>Risk assessment may include consideration of the school's RE curriculum, SEND policy, Assembly Policy, the use of Trust premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our Trust.<br><br>The setting is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL.<br><br>The Trust will monitor online activity within the Trust to ensure that inappropriate sites are not accessed by students or staff.<br><br>The Trust has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).<br><br>The designated lead with Prevent responsibility will undertake more in-depth training, including on extremist and terrorist ideologies to enable them to train and advise other staff and support making referral to Prevent where necessary.<br><br>**14.2    Channel**<br>Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:<br>● Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;<br>● Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and<br>● Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.<br>Further guidance about duties relating to the risk of radicalisation is available in the Advice for schools on The Prevent Duty. | *Our school will actively assess the risk of students being drawn into extremism and/or terrorism.*<br><br>*All staff within our School will be alert to changes in a child/young person's behaviour or attitude which could indicate that they need help or protection.*<br><br>*We will use specialist online monitoring software, which in this School is called Senso*<br><br>*Our school will make referrals to Channel if we are concerned that an individual might be vulnerable to radicalisation*<br><br>*We understand that we do not require consent to share information about a pupil who may be susceptible to radicalisation and that information sharing on Prevent will be treated the same as wider safeguarding.* |
| **15.0 SAFEGUARDING STUDENTS/STUDENTS WHO ARE AT RISK/VULNERABLE TO EXPLOITATION, TRAFFICKING , OR SO CALLED 'HONOUR-BASED' ABUSE – INCLUDING FORCED MARRIAGE AND FEMALE GENITAL MUTILATION**<br><br>With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation (FGM). When a teacher suspects or discovers that an act of FGM is going to be or has been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. | *This means that in our School we ensure:*<br><br>*Our staff are supported to talk to families and local communities about sensitive concerns in relation to their children and to find ways to address them together wherever possible.*<br><br>*All staff are up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation around;* |

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| | - *Forced Marriage*<br>- *FGM*<br>- *Honour Based Abuse*<br>- *Trafficking*<br>- *Criminal Exploitation & Gang Affiliation* |
| Failure to report such cases will result in disciplinary sanctions.<br><br>The teacher will also discuss the situation with the DSL before a decision is made as to whether the mandatory reporting duty applies.<br><br>With effect from 27th February 2023, The Marriage and Civil Partnership Act 2022 has raised the age of marriage and civil partnership to 18 in England and Wales to protect children from the scourge of forced marriage.<br><br>In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.<br><br>HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage (publishing.service.gov.uk)<br><br>The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) | *Our staff will be supported to recognise warning signs and symptoms in relation to each specific issue, and include such issues, in an age appropriate way, in their lesson plans.* |

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| **16.0 CHILDREN MISSING OR ARE ABSENT FROM EDUCATION**<br><br>A child  child going missing from, or a child who is absent from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation - particularly county lines; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risks and to help prevent the risk of them going missing in future.<br><br>Work around attendance and students Missing from Education will be coordinated with safeguarding interventions.<br><br>The schools must notify the Local Authority of any student/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more.<br><br>The school (regardless of designation) must also notify the Local Authority of any student/student who is to be deleted from the admission register because s/he:<br>- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education)<br>- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change)<br>- Displaced as a result of a crisis e.g. domestic violence or homelessness | *This means that in our School we will:*<br><br>*Have regard to the DfE statutory guidance 'Working together to improve school attendance'*<br><br>*Hold two or more emergency contact numbers for each student.*<br><br>*Adhere to the CRST Absence Protocols to safeguard students who are absent from school*<br><br>*All our attendance work will liaise closely with the DSL in the school.*<br><br>*We will adapt our attendance monitoring on an individual basis to ensure the safety of each child/young person in our school*<br><br>*Our School will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of students that would be considered 'missing'.*<br><br>*We will work closely with the CME Team, School Admissions Service, the Elective Home Education Team, and Birmingham Children's Trust.* |

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| <ul><li>Has 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 s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age</li><li>Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period</li><li>Has been permanently excluded.</li></ul> | |
| **17.0 LGBT**<br><br>The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children who are lesbian, gay, bisexual or gender questioning can be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who identify as lesbian, gay, bisexual or gender questioning.<br><br>Risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. | In our School we will:<br><br>*Endeavour to reduce the additional barriers faced and provide a safe space for students to speak out or share their concerns with members of staff.*<br><br>*Ensure that inclusion is part of our Learning for Life Curriculum.* |

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| **18.0 CHILD ON CHILD ABUSE**<br><br>It is important that schools and colleges can recognise that children are capable of abusing their peers, and that this abuse can include:<ul><li>physical abuse,</li><li>youth produced sexual imagery,</li><li>initiation/ hazing,</li><li>sharing nudes and semi-nudes</li><li>upskirting – *typically taking a picture under a person's clothing without their knowledge*</li><li>sexual violence and harassment</li></ul>The Trust's values, ethos and behaviour policies provide the platform for staff and students to clearly recognise that abuse is abuse and it should never be tolerated or diminished in significance.<br>It should be recognised that there is a gendered nature to child on child abuse i.e. that it is more likely that girls will be victims and boys perpetrators.<br><br><br>Schools should recognise the impact of sexual violence and the fact children/young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence this policy is referring to sexual offences under the Sexual Offences Act 2003 as described below:<br><br><ul><li>**Rape:** A person (A) commits an offence of rape if: there is intentional penetration of the vagina, anus or mouth of another</li></ul> | *This means that in our School:*<br><br>*We will not tolerate instances of child on child abuse and will not pass it off as "banter", "just having a laugh" or "part of growing up".*<br><br>*All staff will receive training on child on child abuse.*<br><br>*We will adopt the 'whole school approach' to tackling sexism.*<br><br><br>*We fully understand that even if there are no reports of peer on peer abuse in school it may be happening. As such all our staff and young people are supported to:*<br><br><ul><li>*be alert to child on child abuse (including sexual harassment);*</li><li>*understand how the school views and responds to peer on peer abuse*</li><li>*stay safe and be confident that reports of such abuse will be taken seriously.*</li></ul>*We will recognise that 'child on child abuse' can occur between and across different age ranges.*<br><br>*We recognise the term '**victim**' to refer to those who have been subjected to abuse. But we recognise that not every victim will view themselves as such, also we use the term '**alleged perpetrator(s)**' and* |

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person (B) with his penis, (B) does not consent to the penetration and (A) does not reasonably believe that (B) consents.

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

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

- The term **"harmful sexual behaviour"** is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.

where appropriate '**perpetrator(s).**' Though we caution the use of this term as in some cases the abusive behaviour will have been harmful to the perpetrator as well

We will follow both national and local guidance and policies to support any children/young people subject to child on child abuse, including youth produced sexual imagery (previously known as sexting) and gang violence.

KCSIE Part 5.

Our DSL will follow local guidance to enable provision of effective support to any child/young person affected by this type of abuse.

Our DSLs are aware of tools such as the Brook Traffic Light tool and Hackett Continuum to help assess sexualised behaviours.

Our DSLs signpost 'Shore' to our pupils/students if they are worried about sexualised behaviour

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| **19.0 CRIMINAL EXPLOITATION & GANG AFFILIATION**<br><br>Criminal exploitation interlinks with several multiple vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes.<br><br>It is important that children who are criminally exploited are seen as victims and not treated as criminals, and treated through safeguarding and child protection procedures.<br><br>Work to address criminal exploitation is covered by relevant legislation including:<br>● Crime & Disorder Act – 1998<br>● Children Act – 2004<br>● Serious Crime Act – 2015<br>● Modern Slavery Act – 2015<br>● Criminal Finances Act – 2017<br>● Children & Social Work Act - 2017<br><br>Working Together to Safeguard Children 2018 (updated July 2022) requires agencies support vulnerable people within the context of the wider safeguarding agenda. | This means that in our school we will;<br><br>Notice and listen to children/young people showing signs of being drawn into antisocial or criminal behaviour, use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.<br><br>Be aware of and work with the Police and local organisations to disrupt as much as possible criminal exploitation activity within our school.<br><br>We will follow the Criminal Exploitation & Gang Affiliation Practice Guidance issued in 2019 (see link below) and use the risk assessment screening tool to support our referrals to CASS for any children in our school we are concerned about.<br><br>*https://www.birmingham.gov.uk/downloads/file/11545/birmingham_criminal_exploitation_and_gang_affiliation_practice_guidance_2018*<br><br><br><br>We will be aware of and work with the Police and local organisations to disrupt as much as possible gang activity within our school communities.<br><br>DSLs will be aware of County Lines and the National Referral Mechanism. |
| **20.0 ONLINE SAFETY**<br><br>It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate students, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. All staff are aware that abuse can take place solely online.<br><br>The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:<br><br>**content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism, misinformation, disinformation (including fake news), and conspiracy theories.<br>**contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with | *This means that in our School we will:*<br><br>*Adhere to our Online Safety policy that has been created using national guidance (including our approach to 3G, 4G & 5G mobile phone networks)*<br><br>*Ensure all users of ICT in the School adhere to our acceptable use agreements*<br><br>*Have due regard to the DFE Guidance on Filtering and monitoring standards for schools and colleges*<br><br><br>*Have due regard to the DfE Guidance on Generative AI: product safety expectations*<br><br>*Ensure we have appropriate filters and monitoring systems in place to ensure we limit the exposure of students to harmful content. These systems are regularly reviewed for their effectiveness. We ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively. We* |

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the intention to groom or exploit them for sexual, criminal, financial or other purposes.

**conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

**commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your students, students or staff are at risk, please report it to the Anti-Phishing Working Group APWG | Unifying The Global Response To Cybercrime

Governing bodies and proprietors should ensure online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead (and deputies) and any parental engagement.

We understand the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, *(and other electronic devices with image sharing capabilities)* share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content

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*know how to escalate concerns when identified. Staff will be made aware of the expectations, applicable roles and their responsibilities relating to filtering and monitoring systems during their induction (with an annual refresher).*

*Teach students to:*

- *use technology safely and respectfully*
- *recognise acceptable and unacceptable behaviour*
- *report concerns about content, contact, conduct and commerce*
- *protect their online identity and privacy*
- *understand how changes in technology affect safety*

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

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## 21.0 CYBER CRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,

• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

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*In our School we have the appropriate level of security protection procedures in place (smoothwall & senso), in order to safeguard our systems, staff and students.*

*We will review the effectiveness of these procedures at least annually to keep up with evolving cyber-crime technologies*

*Cyber-crime is referenced in the Trust's Online Safety Policy*

*The School will have due regard to the Cyber security standards for schools and colleges.GOV.UK.*

*The School will ensure that all of its employees receive cyber security training on induction*

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If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

## 22.0 CHILD ABDUCTION

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

*In our School we strive to hold at least two emergency contacts for each student*

*Our school site is secure and any visitors can only access reception on arrival.*

*In our School we will work with multi-agencies to identify students who may be more susceptible to child abduction in order to put appropriate safeguarding measures in place.*

*In our School we collect student voice to identify safety concerns on the journey to/from our schools*

## 23.0 DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of sex or sexuality.

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

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly

*In our School:*

*We sign up to Operation Encompass to receive notices of domestic abuse and act swiftly to support the child*

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

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| relevant, for example, in relation to the impact on children of all forms of domestic abuse. | |
| **24.0 MODERN SLAVERY**<br><br>Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.<br><br>Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK | *In our School:*<br><br>*Our staff our trained to recognise indicators of modern slavery, which is a form of abuse*<br><br>*DSLs take any concerns raised in regard to modern slavery extremely seriously as with every other safeguarding concern.*<br><br>*DSLs will use national guidance and the National Referral Mechanism as appropriate* |
| **25. ALTERNATIVE PROVISION**<br><br>The school will remain responsible for a pupil's ==safeguarding and== welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs. ==The provider will also confirm (in writing) that the commissioning school will be informed of any arrangements that put the child at risk (i.e. staff changes) so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.==<br><br>Those responsible for the commissioning of alternative provision will be aware that pupils in alternative provision will often have complex needs – they will be mindful of the additional risk of harm that these pupils may be vulnerable to. | *In our School:*<br><br>*We will use ==and adhere== to the CRST Alternative Provision protocols when placing children in other settings with alternative providers.*<br><br>*The SLT will quality assure alternative provision placements on a regular basis* |

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| **26.0 CHILDREN WITH A SOCIAL WORKER**<br><br>At Holyhead School, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students. | Staff realise that this may mean children with a social worker are vulnerable to further harm, as well as facing barriers to attendance, learning, behaviour, and poor mental health.<br><br>We take these needs into account when making plans to support students who have a social worker.<br><br>Staff members who suspect a student may be vulnerable must report all concerns to the DSL. |
| **27.0 CONTEXTUAL SAFEGUARDING**<br><br>"Contextual Safeguarding…. means assessment of children should consider whether wider environmental factors are present in a child's life, that are a threat to their safety, and/or welfare … so, it's | This means that school staff, particularly the DSL and their deputy(s), will always consider the context**ual safeguarding and give due regard to the effectiveness of the school safeguarding** |

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important that schools and colleges provide as much information as possible as part of the referral process." *Keeping children safe in Education*

**Contextual safeguarding is about the impact of the public/social context on young people's lives, and consequently their safety. It seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. As an approach it looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.**

**system within the wider system. This will be evidenced in:**
- **Informal and formal assessments of need/risk for the child**
- **Case discussions in DSL supervision sessions**

Assessment of students' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

The school will provide as much contextual information as possible when making referrals to CSCS.

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## 28.0 COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:
- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

This means that in our school we will ensure staff are aware of students with missing episodes who may have been trafficked for the purpose of transporting drugs.

Staff members who suspect a student may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

Indicators that a student may be involved in county lines active include the following:
- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

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## 29.0   Related Policies

This policy relates to safeguarding and child protection concerns and sits within a suite of other safeguarding policies. Our policy applies to all staff (teaching and associate staff), governors and volunteers, temporary and supply staff  working in our school. It will be reviewed at least annually

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by the Local Governing Board and is in line with the BSCB procedures and the expectations of Ofsted which inspects schools' safeguarding arrangements. Other policies that support this policy include:

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| Admissions and Appeals | Data Security |
| Anti-Bullying | Equal Opportunity |
| Attendance and Punctuality | Educational Visits |
| Behaviour Policy | PSHE |
| No Platform For Extremism | Safer Recruitment |
| Positive Handling | SRE |
| Code of Conduct | Visiting Speakers |
| Complaints Policy | Whistleblowing |
| Disciplinary Policy | E-Safety and Data Protection Policy |
| Allegation Against Staff | |
| Mental Health Policy | |

# Part 2 Specific procedures

## 30.0 MANAGING CONCERNS AROUND STUDENTS

Our School adheres to child protection procedures that have been agreed locally through the West Midlands Safeguarding Children Group.. 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 WSCP Levels of Need Guidance.
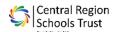
30.1    Every member of staff, including volunteers working with children in our School, is advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. They should not assume a colleague or another professional will take action and should always share information that might be critical in keeping children safe.

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

30.3    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.

30.4    The Designated Safeguarding Leads (DSLs) 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 a 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 or Children's Social Care.

30.5    All concerns about a child or young person should be reported without delay and recorded in writing using CPOMS (or a copy of Form One for those without access to CPOMS) to notify the DSL Team where all further actions will be recorded. (See Form 1 proforma sheet in appendix)

30.6    Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Social Care as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

30.7    All referrals will be made in line with local procedures as detailed on the West Midlands Safeguarding Group website.

30.8    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 reconsideration by raising concerns again with the DSL and/or the Principal. Concerns should always lead to help for the child at some point. If a child is in immediate danger, call the police using 999.

30.9     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 Social Care, or the police if:
●         the situation is an emergency and the designated senior person, their deputy and the Principal are all unavailable;
●         they are convinced that a direct report is the only way to ensure the student's safety.

30.10   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 Principal 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 Social Care directly with their concerns.

## 31.0    SAFEGUARDING CONCERNS AND ALLEGATIONS MADE ABOUT STAFF, INCLUDING SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS

31.1    This procedure must be used in any case in which it is alleged that a member of staff, Governor, Trustee, visiting professional or volunteer has:

●         Behaved in a way that has harmed a child/young person or may have harmed a child/young person;
●         Possibly committed a criminal offence against or related to a child/young person; or
●         Behaved in a way that indicates s/he is unsuitable to work with children/young people.
●         Behaved or may have behaved in a way that indicates they may not be suitable to work with children/young people.

31.2    Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in the School to abuse students.

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31.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

    31.3.1    Allegations or concerns about staff, colleagues and visitors must be reported directly to the Principal who will liaise with the Designated Officer (LADO) Team who will decide on any action required.

    31.3.2    If the concern relates to the Principal, it must be reported immediately to the Chief Executive Officer, who will liaise with the Designated Officer (LADO) and they will decide on any action required.

    31.3.3    If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Designated Officer (LADO) Team who will decide on any action required.

31.4 Concerns may be graded Low-Level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, using inappropriate sexualised, intimidating or offensive language;
- Humiliating children.

31.5 If the concern has been raised via a third party, the principal will collect as much evidence as possible by speaking directly to the person* who raised the concern, unless it has been raised anonymously, and by speaking to the individual involved and any witnesses. Reports about supply staff and contractors should be notified to the Trust so that any potential patterns of inappropriate behaviour can be identified. Staff will be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low-Level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

    (* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

## 32.0    WHISTLEBLOWING

    32.1    We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

    32.2    All staff should be aware of their duty to raise concerns, where they exist (including low-level concerns), about the attitude or actions of colleagues using the Trust's confidential reporting (whistleblowing) policy.

    32.3    Whistleblowing concerns about a Principal should be raised with the Chief Executive Officer. The CEO will inform the Chair of the Local Governing Body.

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32.4　Whistleblowing concerns about a member of the Trust's executive or central team, the CEO will be informed immediately. If the allegation concerns the CEO, the Chair of the Trust Board will be informed immediately.

32.5　For allegations concerning a Principal or any member of the Trust's executive or central teams, the CEO will discuss the content of the allegation with the LADO, prior to undertaking any investigation using the Trust Whistleblowing Policy and Part Four of KCSIE.. For allegations concerning the CEO, the Chair of the Trust Board will discuss the content of the allegation with the LADO, prior to undertaking any investigation using the Trust Whistleblowing Policy and Part Four of KCSIE. For all other allegations, a Principal will discuss the content of the allegation with the LADO, prior to undertaking any investigation using the Trust Whistleblowing Policy and Part Four of KCSIE

32.6　Staff will be made aware that if they feel unable to raise a child protection failure

internally, they can contact the **NSPCC whistleblowing helpline**

## 33. 0　ABUSE OF POSITION OF TRUST

33.1　We recognise that as adults working in the School, we are in a relationship of trust with students in our care and acknowledge that it could be considered a criminal offence to abuse that trust.

33.2　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.

33.3　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.

## 34.0　CHILDREN WITH ADDITIONAL NEEDS

34.1　Our School recognises that some groups of students can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of students. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

34.2　**Students who need social workers**

students may need social workers due to safeguarding or welfare needs. These needs can leave students vulnerable to further harm and educational disadvantage.
As a matter of routine, the DSL will hold and use information from the LA about whether a student has a social worker in order to make decisions in the best interests of the student's safety, welfare, and educational outcomes.
Where a student needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

34.3　**Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

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In line with the Education (student Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a student is taken off roll.

Where a parent has expressed their intention to remove a student from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the student has SEND, is vulnerable, and/or has a social worker.

34.4 **LAC and PLAC**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

● Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
● Contact arrangements with parents or those with parental responsibility.
● Care arrangements and the levels of authority delegated to the carer by the authority looking after the student.

The DSL will be provided with the necessary details of students' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

34.5 Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

● assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
● these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
● the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
● communication barriers and difficulties in managing or reporting these challenges.
● cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a student with SEND, the DSL will liaise with the school's SENCO, as well as the student's parents where appropriate, to ensure that the student's needs are met effectively.

The DSL/SENCO will refer to the:
● SEND Code of Practice 0-25 years
● Supporting students at School with Medical Conditions and

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- SENDIASS

**34.6** <mark>**Students who are lesbian, gay, bisexual or gender questioning**</mark>
The fact that a student may be <mark>students who are lesbian, gay, bisexual or gender questioning</mark> is not in itself an inherent risk factor for harm; however, staff will be aware that <mark>students who are lesbian, gay, bisexual or gender questioning</mark> students can be targeted by other individuals.  Staff will also be aware that, in some cases, a student who is perceived by others to be <mark>students who are lesbian, gay, bisexual or gender questioning</mark> (whether they are or not) can be just as vulnerable as students who identify as <mark>students who are lesbian, gay, bisexual or gender questioning</mark>.

Staff will also be aware that the risks to these students can be compounded when they do not have a trusted adult with whom they can speak openly with.  Staff will endeavour to reduce the additional barriers faced by these students and provide a safe space for them to speak out and share any concerns they have.

**34.7** **Students requiring mental health support**
All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering, abuse, neglect or exploitation.

**34.8** <mark>**Suspension & Permanent Exclusion**</mark>

When a school is considering <mark>suspending or permanently excluding</mark> a vulnerable pupil or one who is the subject of a Child Protection Plan, or where there is an existing Child Protection file, we will conduct an holistic multi-agency risk-assessment prior to making the decision to <mark>suspend or permanently exclude</mark>. In the event of a one-off serious incident resulting in an immediate decision to <mark>permanently exclude</mark>, the risk assessment should be completed prior to convening a meeting of the Governing Body.

## 35.0 CHILDREN IN SPECIFIC CIRCUMSTANCES

35.1 Private Fostering

35.1.1    Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering.  A private fostering arrangement is one that is made privately (without the involvement of local authority Children's Services) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

35.1..2    The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

35.1.3    People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

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- Children/young people who need alternative care because of parental illness;
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children/young people;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children/young people staying with families while attending a school away from their home area.

**36.0 LINKS TO ADDITIONAL INFORMATION ABOUT SAFEGUARDING ISSUES AND FORMS OF ABUSE**

36.1 Staff who work directly with children/young people, and their leadership team should refer to this information

36.2 Guidance on children in specific circumstances found in Annex B of KCSIE- 22, and additional resources as listed below:

| Issue | Guidance | Source |
|---|---|---|
| Abuse | **http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief**<br><br>**http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse**<br><br>**http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect** | West Midlands Safeguarding Children Procedures |
| Bullying | http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying# | West Midlands Safeguarding Children Procedures |
| Children and the Courts | **https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds**<br><br>**https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds** | MoJ advice |
| Missing from Education, Home or Care | **http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education**<br><br>**http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme** | West Midlands Safeguarding Children Procedures |
| Family Members in Prison | **https://www.nicco.org.uk/** | Barnardos in partnership with Her Majesty's Prison and Probation Service (HMPPS) |
| Drugs | **http://westmidlands.procedures.org.uk/pkpzo/regional-safeguarding-guidance/children-of-parents-who-misuse-substances** | West Midlands Safeguarding Children Procedures |
| Domestic Abuse | **http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse** | West Midlands Safeguarding Children Procedures |
| Child Exploitation | **http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation** | West Midlands Safeguarding Children Procedures |

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| | http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children | |
|---|---|---|
| Homelessness | https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets | HCLG |
| Health & Wellbeing | http://westmidlands.procedures.org.uk/pkpht/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour<br><br>https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018 | West Midlands Safeguarding Children Procedures<br><br>BCC Education Safeguarding |
| Radicalisation | http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism | West Midlands Safeguarding Children Procedures |
| Violence | http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity<br><br>http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence<br><br>https://www.gov.uk/government/policies/violence-against-women-and-girls | West Midlands Safeguarding Children Procedures |

# Part 3: Quality Assurance, Learning from Cases and Continuous Improvement
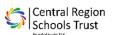
**37.0 Quality assurance**

**37.1** Quality assurance is about assessing the quality of the work we undertake in safeguarding children and understanding the impact of this work in terms of its effectiveness in helping children and young people feel safe.

- This Quality Assurance Framework is aimed at: Ensuring that data and quality assurance outputs are regularly reviewed through S175 audit and related governance and challenge arrangements.
- Ensuring that the safeguarding data schools generate is of good quality and contributes to a culture of continuous learning and improvement whereby key learning is embedded into practice, policies and guidance (see Appendix 7).

**37.2** The BSCP has recommended that "in reviewing the safeguarding data safeguarding governors and governors should be given reports detailing the number of early help interventions in school and multi-agency early help interventions, the number of requests for support being made and the number being accepted."

This means that in our school we will:

- complete the S175 audit on time, implement and review the resulting Action Plan with a view to reporting to relevant governance and challenge arrangements.
- contribute quality data to inform multi-agency audits and practice reviews.
- participate in activities that demonstrate the strength of partnership working and contribute our data to identify aspects that could have been better.

Safeguarding leads will not only assess, plan, do and review plans but also regularly audit the quality of these against the agreed quality assurance framework:

1. How much did we do? (Numbers)

2. How well did we do it? (Whole school; File and themed audits, partner agency, student/parent feedback)

3. Are there opportunities to learn and improve? (Could Do Better Still; reflective-learning case studies; local Safeguarding-Practice-Reviews, complaints; inspections)

4. Is anyone better off? (Impact)

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| **38.0 Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews**<br><br>38.1 We will ensure that the DSL updates all staff at least annually about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews.<br><br>38.2 We will collaborate with Birmingham Safeguarding Children Partnership to share information. | *This means that in our school:*<br><br>*Senior leaders will analyse safeguarding data and practice to ensure that all staff receive updates about the relevant outcomes and findings of local and national Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews at least once per year.*<br><br>*Where a case is relevant to our school, we will ensure that we fully support Child Safeguarding Practice Reviews, Domestic Homicide Reviews and Lessons Learnt Reviews with all necessary information and implement the resulting actions and learning.* |
| --- | --- |

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## Recognition & Identification of Abuse
*Taken from the <mark>most recent</mark> Working Together to Safeguard Children*

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

Trust 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.

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

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

Here are some signs of possible neglect:

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

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

## PHYSICAL ABUSE

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

When dealing with concerns regarding physical abuse, refer any suspected non-accidental injury to the Designated Safeguarding Lead <u>without delay</u> 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.

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**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 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 the Trust or through other activities. The sexual abuse of children by other children is a specific safeguarding issue in education.

**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 childminder
- 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 school work 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.

# Child Sexual Exploitation (CSE)

The sexual exploitation of children and young people (CSE) under-18 is defined as that which:

*'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.*

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf*

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.

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

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

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

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

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships (in cases of gang-associated CSE only)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Friends with young people who are sexually exploited

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

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- Homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in hostel, bed and breakfast accommodation or a foyer
- Low self-esteem or self-confidence
- Young carer

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

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

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

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 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 local Safeguarding partnership arrangements for dealing with issues of CSE, including completion of the screening tool.

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# Effects of domestic abuse on children and young people

**In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.**

## Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

  (a)  physical or sexual abuse;

  (b)  violent or threatening behaviour;

  (c)  controlling or coercive behaviour;

  (d)  economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

  (e)  psychological, emotional or other abuse.


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 around. Schooling may be disrupted in many ways, and this may contribute to their growing isolation. They may frequently be absent from school as they may be too scared to leave their mother

alone. They may have to move away from existing friends and family – e.g. into a refuge or other safe or temporary accommodation.

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

## What you might see in school

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

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

## What schools can do

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

**The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.**

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

Other sources of support include:

NSPCC **0808 800 5000** and ChildLine **0800 11 11**; Parentline **0808 800 2222;**

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 Trust 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;

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- **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.

**<u>From The Expect Respect Education Toolkit – Women's Aid</u>**

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# Forced Marriage – a form of Domestic Abuse

**Forced Marriage** is illegal in the UK. It **should be recognised as** both Domestic Abuse and a serious abuse of human rights. It **should always invoke child protection procedures within the Trust.**

A forced marriage is where one or both people do not or cannot consent to the marriage. It is also when anything is done to make someone marry before they turn eighteen, even if there is no pressure or abuse.

The pressure put on people to marry against their will may be:

- Physical: for example, threats, physical violence or sexual violence
- Emotional and psychological: for example, making someone feel like they are bringing shame on the family

Financial abuse for example, taking someone's wages, may also be 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 prerequisite 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:

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- 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).

The Marriage and Civil Partnership Act 2022 means that sixteen and seventeen year olds are no longer allowed to marry or enter a civil partnership, even if they have parental consent. Anybody taking part arrangement of a child marriage would be prosecuted under Forced Marriage legislation. This continues on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). The term has been widely adopted in child protection. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. Confidential specialist support and advice on HSB is available from the specialist sexual violence sector and sources are listed in Annex B of KCSIE.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

**Allegations** include ceremonies of marriage which are not legally binding.

**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 discreetly)
- 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 enquiries 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:** ffmu@fcdo.gov.uk    **Website:** www.fco.gov.uk/forcedmarriage

Statutory Guidance: HM Government Multi-agency practice guidelines: Handling cases of Forced Marriage (publishing.service.gov.uk)

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

**See also:** '*The Right to Choose – Multi-Agency Statutory Guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage*' Government Office - February 2023 and Interagency Guidance on Forced Marriage on the WSCB website.

# Female Genital Mutilation (FGM) and Breast Ironing – a form of Human Rights Abuse

**What is FGM?**

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

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

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

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

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

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

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

**Why is FGM carried out?**

It is believed that:

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

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

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**Within which communities is FGM known to be practised?**

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

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

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

**Is FGM harmful?**

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

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

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

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

**Is it illegal?**

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

The act makes it illegal to:

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

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

**Signs, symptoms and indicators**

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

Things that may point to FGM happening:

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

Things that may indicate a child has undergone FGM:

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

## What should schools do?

Where schools have a concern about a child, they should contact Children's Social Care Services. If the concerns are based on more concrete indicators – i.e., the young person says this is going to happen to them, or disclosure that it has happened to them or to an older sister – schools should make a child protection referral 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.
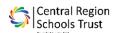
## The 'one chance' rule

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: FGM Mandatory Reporting - procedural information (updated 2020)

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# What is breast ironing?

Breast Ironing is practised in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa.

## Why does breast ironing happen?

The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Once girls' breasts have developed, they are at risk of sexual harassment, rape, forced marriage and kidnapping; consequently, breast ironing is more prevalent in cities. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

## Breast ironing is physical abuse

Breast ironing is a form of physical abuse that has been condemned by the United Nations and identified as Gender-based Violence. Although countries where breast ironing is prevalent have ratified the African Charter on Human Rights to prevent harmful traditional practices, it is not against the law.

Breast ironing does not stop the breasts from growing, but development can be slowed down. Damage caused by the 'ironing' can leave women with malformed breasts, difficulty breastfeeding or producing milk, severe chest pains, infections and abscesses. In some cases, it may be related to the onset of breast cancer.

## Breast Ironing in the UK

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as1000 girls at risk. Keeping Children Safe in Education (2023) mentions breast ironing as part of the section on so-called 'honour-based' violence. Staff worried about the risk of breast ironing in their school should speak to the relevant Designated Safeguarding Lead as soon as possible. Trusts need to know the risk level within their communities and tackle the risk as appropriate.

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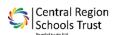
- contact the parents before seeking advice from children's social care;
- make any attempt to mediate between the child/young person and parents.

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

## The 'one chance' rule

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

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

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# Child on Child Abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the Trust and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under each school's Behaviour Policy.

**Harmful sexual behaviour**

Children's sexual behaviour exists.

Occasionally, allegations may be made against students by others in the school/Trust, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, online abuse, verbal abuse, threats or intimidation, blackmail or extortion, sexual abuse, sexting, indecent exposure, sexual exploitation, and abuse in intimate personal relationships between peers.

It is likely that, to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school/ Trust
- indicates that other students may have been affected by this student
- indicates that young people outside the school/Trust may be affected by this student

Government guidance suggests that girls, the LGBT community and those children with SEND need are at greater risk of sexual violence and sexual Harassment within school. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection. Both the victim and the parent/carer will be offered appropriate internal and external support.

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual violence and harassment by phone is on the increase. This includes when abuse takes place in intimate, personal relationships between peers. Even though the child themselves may not consider themselves to be victimised they should be regarded as in need of protection. Online safety is taught within the curriculum and staff are provided with training around safeguarding issues such as sexual violence and sexual harassment in respect of child on child abuse. Staff are also provided with training to address contextual safeguarding. This means assessments of children will consider wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. Wherever a referral is made, the school will provide as much contextual information as possible as part of the referral process.

When deciding on the initial response to an allegation the following considerations will be made:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the Trust's or college's duty and responsibilities to protect other children

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- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed

- the ages of the children involved

- the developmental stages of the children involved

- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?

- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)

- that sexual violence and sexual harassment can take place within intimate personal relationships between children

- importance of understanding intra familial harms and any necessary support for siblings following incidents

- are there ongoing risks to the victim, other children, adult students or school/ Trust or college staff, and

- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.


**Sharing nudes and semi-nudes (previously known as 'sexting')**

In cases where nudes or semi-nude images and/or videos have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)
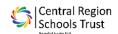
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people


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

- bullying (including cyberbullying);

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence and sexual harassment;

- gender-based violence;

- sharing nude and semi-nude images/videos (also known as sexting or youth produced sexual imagery); and

- initiation-type violence and rituals.

Our safeguarding procedures operate with the best interests of the child at heart. Trust leaders and governors will ensure that there are suitable systems and means by which children can say what is happening to them and know that they will be heard. We adopt a zero-tolerance approach, and that even if there are no reported cases, staff must not take the view that it does not happen in our Trust.

Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with child on child abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

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**Child on child sexual violence and sexual harassment**

We recognise that child on child sexual violence and sexual harassment can happen in or outside of school, as well as online and as such we adopt an "it could happen here" approach. All reports or disclosures will be taken seriously and victims are supported throughout. As a Trust when dealing with any allegation of child-on-child abuse we refer to Part 5 of KCSIE.

Our staff are trained to recognise the scale and impact of harassment and abuse, and that non-recognition / downplaying the scale and scope may lead to a dangerous culture in the Trust. Staff are encouraged to remain vigilant and, rather than waiting for a disclosure, recognise that children may not always make a direct report and information may come from overheard conversations or observed behaviour changes. As a Trust, we recognise that how well we respond will influence the confidence of others to report what is happening to them. As a Trust we regularly review decisions and actions to update and improve our policies and practice.

We also recognise the importance of the post incident response, recognising that for the victims of sexual assault there can be a number of physical and mental health implications which may require additional support. This may also require the Trust to support the alleged perpetrator with further information about harmful sexual behaviour and provide signposting to sources of support.

**Minimising the risk of safeguarding concerns towards students from other students**

On occasion, some students may present a safeguarding risk to other students. These students will need an individual risk management plan to ensure that other students are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a safeguarding concern it will then be passed to the DSL/ senior leadership team; principal and, in extreme cases, the Governing Body. At the principal's discretion, the police may be informed, in certain circumstances and parents informed (of both the student being complained about and the alleged victim) at the earliest opportunity. The Trust will follow the **NPCC 'When to call the police'** guidance.

https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf

The DSL should contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in both students' files. It may be appropriate to exclude the student being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of child on child abuse the Trust has an ethos of promoting friendship and cooperation. Through assembly time, PSHE, RSE and other curriculum areas the children are taught tolerance, empathy and understanding.

**Action to take in the case of an incident of sharing youth produced sexual images or videos**

**Step 1 – Disclosure by a student**

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 Trust 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/Trust 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 Trust-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.

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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 Trust 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/Trust 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 Trust 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.

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- 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 student 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.
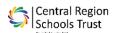
Other staff may need to be informed of incidents and should be prepared to act if the issue is continued or referred to by other students. The school/Trust, its students and parents should be on high alert, challenging behaviour and ensuring that the victim is well cared for and protected. The students' 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 incidents**

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 students in school/the Trust.

Further information is available from the NSPCC

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# RADICALISATION AND EXTREMISM

1.  Radicalisation is defined in KCSiE 2024 as: the process by which someone comes to support or use terrorist violence.

2.  Extremism is defined by the Government in the Prevent Strategy as:
    vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect

3.  Extremism is defined by the Crown Prosecution Service as:
    The demonstration of unacceptable behaviour by using any means or medium to express views which:

    ● Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
    ● Seek to provoke others to terrorist acts;
    ● Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
    ● Foster hatred which might lead to inter-community violence in the UK.

4.  KCSiE 2024 describes terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

5.  Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

## 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"). Updated Prevent duty guidance for schools came into effect on December 31st 2023 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 students;

● Assessing the risk of students being drawn into extremist views;

● Ensuring safeguarding arrangements by working in partnership with local authorities, police and communities;

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- Training staff to provide them with the knowledge and ability to identify students at risk;
- Keeping students 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.

students may become susceptible to radicalisation through a range of social, personal and environmental factors. It is vital that Trust 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.

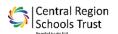Factors which may make students more vulnerable may include:
- **Identity Crisis:** the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the student may be experiencing family tensions; a sense of isolation; low 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 student'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 student 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**: students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

**Students 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;
- students accessing extremist material online, including through social networking sites;
- Possessing or accessing materials or symbols associated with an extremist cause;
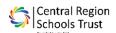
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- Using extremist narratives and a global ideology to explain personal disadvantage;
- students voicing opinions drawn from extremist ideologies and narratives, this may include justifying the use of violence to solve societal issues;
- Graffiti symbols, 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 cooperate
  - 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 students in other schools.

## PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Holyhead  is Debbie Denny who is responsible for:

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

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/students from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- Raising awareness about the role and responsibilities of Holyhead in relation to protecting students from radicalisation and involvement in terrorism;

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

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

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

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- Collating relevant information in relation to referrals of vulnerable students into the Channel[3] process;

- Attending Channel meetings as necessary and carrying out any actions as agreed;

- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

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[3]

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# CRIMINAL EXPLOITATION – COUNTY LINES

**What is County Lines?**

County Lines is a very serious issue where criminal gangs set up a drug dealing operation in a place outside their usual operating area. Gangs will move their drug dealing from big cities (e.g. London, Manchester, Liverpool etc.) to smaller towns and rural areas in order to make more money. This can have a really big effect on the community who live there and bring with it serious criminal behaviour.

The UK Government defines county lines as:

*County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.*

**Child criminal exploitation** is increasingly used to describe this type of exploitation where children are involved, and is defined as:

*Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.*

Criminal exploitation of children is broader than just county lines and includes, for instance, children forced to work on cannabis farms or to commit theft.

**Crimes Associated with County Lines**

**Drugs**

County lines commonly involves the illegal distribution and dealing of seriously dangerous drugs from one city/town to another. The most common drugs involved are heroin and cocaine (crack and powder), but also MDMA, cannabis, amphetamines and spice.

**Violence**

Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats, acid are sometimes used to make violent threats.

**Exploitation**

Gangs recruit and use children and young people to move drugs and money for them. Children as young as 11 years old are recruited, often using social media. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users.

**Sexual Exploitation**

Young girls are often groomed and forced into relationships with gang members and are made to perform sexual acts.

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**Signs to look out for**

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs.

- Are they always going missing from school or their home?

- Are they travelling alone to places far away from home?

- Do they suddenly have lots of money/lots of new clothes/new mobile phones?
- Are they receiving much more calls or texts than usual?
- Are they carrying or selling drugs?
- Are they carrying weapons or know people that have access to weapons?
- Are they in a relationship with or hanging out with someone/people that are older and controlling?
- Do they have unexplained injuries?
- Do they seem very reserved or seem like they have something to hide?
- Do they seem scared?
- Are they self-harming?

**Terms associated with County Lines**

Here are some words/terms that are commonly used when describing county lines activity. someone using these words might be involved in or might know of County Lines activity.

### Cuckooing

Cuckooing is when drug gangs take over the home of a vulnerable person through violence and intimidation, using it as their base for selling/manufacturing drugs.

Signs of cuckooing:

- An increase in people coming and going

- An increase in cars or bikes outside

- Litter outside

- Signs of drugs use

- You haven't seen the person who lives there recently or when you have, they have been anxious or distracted.

### Going Country

This is the most popular term that describes County Lines activity. It can also mean the act of travelling to another city/town to deliver drugs or money.

### Trapping

The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one.

### Trap House

A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users) but sometimes young people are forced to stay in trap houses.

### Trap line

This refers to when someone owns a mobile phone specifically for the purpose of running and selling of drugs.

**What to do if you have concerns a young person is involved in County Lines**

Follow your normal safeguarding procedures and refer to your school's/Trust's DSL.  The DSL will refer on to Children's Social Care and/or the Police, if the young person is at immediate risk of harm.

Further information is available in the regional guidance of the West Midlands Child Protection Procedures.

Further guidance is available in the Home Office's publication 'County Lines: criminal exploitation of children and vulnerable adults'

**Logging a Concern about a Child's Safety and Welfare – all staff and visitors**
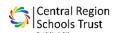**(without access to electronic reporting system)**

| | | |
|---|---|---|
| Student 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**

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| **Continuation Sheet** | |
| --- | --- |
| **Incident /Concern; other relevant information; Action Taken; Outcome** | |
| **student NAME:** | |

| **DATE** | **DETAILS** |
| --- | --- |
| | |
| **Signature** | |

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### Providing Remote Education

Remote Education will only ever be considered as a last resort where a decision has been made that attendance at school is not possible, but students are able to continue learning.

Circumstances where it might not be possible for students to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for students is restricted

- Individual cases where a student is unable to attend school but is able to learn

School Closures or restrictions on attendance

The school will make every effort to ensure students can be taught in person by attending school. However, there may be some exceptional occasions when school leaders decide that it is not possible to open safely, or where opening would contradict guidance from local or central government.

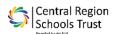Individual cases where a student is unable to attend school but is able to learn

There should only be limited circumstances where a student is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and might include: students recovering from short-term infectious illnesses, students preparing for or recovering from some operations, or students recovering from injuries where attendance might inhibit recovery.

In some exceptional cases, these circumstances might also include students whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the student's absence from school has been established, schools should consider providing students with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the student's return to school. Further support on dealing with mental health and attendance challenges can be found in the Mental health issues affecting a student's attendance: guidance for schools

Provision of remote education should be made as a short-term solution allowing absent students to keep on track with their education and stay connected to their teachers and peers. students with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Working with the Local Authority

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education. Statutory Guidance sets out that local authorities should provide education as soon as it is clear that the child will be away from school for 15 school days or more during the school year, whether consecutive or cumulative. While the s.19 duty sits with the local authority, our school will work closely with them and any relevant medical professionals to ensure that children with health needs are fully supported at school, including putting in place individual healthcare (IHC) plans if appropriate. This may involve, for example, programmes of study that rely on a flexible approach which include agreed periods of remote education.

<u>What the school will consider when providing remote education to individual students</u>

When a student is absent, the school will always seek to overcome the barriers to attendance and provide support for the student to attend, regularly reviewing any barriers in conjunction with the student, parents or carers, and if appropriate, a relevant medical professional.

Remote education will not be viewed as an equal alternative to attendance in school, and providing remote education during a student's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual students when they are absent, the following will be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially students, and if appropriate a relevant medical professional. If the student has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision

- Where remote education is provided by a third party, the school will ensure the providers compliance with Part Three: Safer Recruitment in <u>Keeping children safe in education</u> i.e. the provider has carried out all of the pre-employment checks on their employees that the school would routinely do for its own employees

- Where remote education is provided by a third party, they will act in accordance with both their own and the School's Safeguarding & Child Protection policy and procedures

- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the student back to school at the earliest opportunity

- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the student returns to in person education with the required support in place to meet their needs

<u>Provision for students with SEND</u>

If students with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. The school will put in place an appropriate curriculum, teaching and support that will enable the student to continue learning effectively.

Some students with SEND may not be able to access remote education without adult support. In these circumstances the school will work collaboratively with families and put arrangements in place that allow students with SEND to access remote education successfully. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including the support families will require and types of services that the student can access remotely.

The duty under the <u>Children and Families Act 2014</u> for mainstream schools to use their 'best endeavours' to secure the special educational provision called for by a student's special educational needs continues to apply when remote education is in place. In addition, if a student has an Education, Health and Care plan, the school will work with the local authority to ensure that all the relevant duties under the 2014 Act continue to be met.

The duties under the Equality Act 2010 relating to disability (and more broadly) also continue to apply, such as to make reasonable adjustments, not to discriminate and to have due regard to the statutory objectives in the public sector equality duty.

It may be challenging or impossible for the school to deliver remotely the kind of approach that it does in the classroom, for example the provision of certain differentiated resources and the support of a Teaching Assistant. If this is the case, the school will instead consider, in cooperation with the local authority (if the child has an EHC plan), other ways in which it and the local authority can meet its statutory duties, working closely with the parents or carers.

<u>Protocols when remote education is engaged</u>

**students**
Our students shall:
- Treat the tutor with respect and fairness, and not subject them to abusive behaviour or language;
- Not make any improper suggestions to the tutor
- Have no inappropriate communication with the tutor outside the tutorial session
- Report any dispute with a tutor to a parent/carer
- Report any inappropriate behaviour by a tutor within a session to the school

**Parent/Carer**
Parents/carers shall:
- Ensure their child is fully aware of the both the tutoring provider and school's safeguarding policy
- Always be responsible for the welfare of their child during the session, where they take place out of school hours
- Always be responsible for the physical environment of their child during the session ensuring it is safe and appropriate
- If they consider it appropriate, be present or available during a tutor session so any concerns encountered by their child can be reported as soon as possible and ensure their child and the tutor are behaving in an appropriate manner
- Ensure that tutors will be treated with respect and fairness by their child and will not be subjected to abusive behaviour or language
- Ensure that no improper suggestions are made by either the tutor or their child
- Ensure their child has no inappropriate communication with the tutor outside the tutorial session
- Report any unsolicited communications between the tutor and their child if appropriate • Report any dispute with a tutor to the school
- Report any inappropriate behaviour by a tutor to the school

**School and teachers/school representative (if session is within school hours and on school premises)**
The school and teachers or school representative shall:
- Be responsible for the welfare of the student during the session
- Be responsible for the physical environment of the student during the session, ensuring that it is safe and appropriate
- Be responsible for behaviour of the student during the session, ensuring that tutors will be treated with respect and fairness and will not be subjected to abusive behaviour or language
- Ensure that no improper suggestions are made by either the tutor or student
- Be present or available for the student during the session to address any issues
- Report any dispute with a tutor to the DSL who will then inform the tutoring provider and the Principal
- Report any inappropriate behaviour by a tutor within a session to the DSL who will then inform the tutoring provider and the Principal

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The principles set out in the **guidance for safer working practice for those working with children and young people in education settings** published by the Safer Recruitment Consortium may help Trusts, schools and colleges satisfy themselves that their staff behaviour policies are robust and effective. In some areas Trusts, schools and colleges may be able to seek support from their local authority when planning online lessons/activities and considering online safety.

Trusts, school and colleges should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:
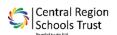
- **Childline** - for support
- **UK Safer Internet Centre** - to report and remove harmful online content
- **CEOP** - for advice on making a report about online abuse

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:
- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online.
- **Parent info** is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online

radicalisation.

- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Government has also provided:

- **Support for parents and carers to keep children safe from online harms**, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying.
- **Support to stay safe online** includes security and privacy settings, blocking unsuitable content, and parental controls.

The department encourages schools and colleges to share this support with parents and carers.

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